DOCUMENT RESUME

ED 153 509 HE 009 361

AUTHOR Salner, Marcia B.
TITLE Postsecondary Alternatives: Meeting California's Educational Needs. A Feasibility Study. Second Technical Report: Inventory of Existing Postsecondary Alternatives.
INSTITUTION California State Legislature, Sacramento. Joint Committee on Postsecondary Education.
PUB DATE Sep 75
NOTE 241p.; For related documents see HE 009360 and 362, ED 125 434, ED 127 422
AVAILABLE FROM Assembly Publication Office, Box 90, State Capitol, Sacramento, CA 95814 ($5.50)

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS *Adult Education; *Community Development; Community Services; Commuting Students; Consortia; Educational Policy; *External Degree Programs; Individualized Instruction; Individual Study; *Nontraditional Students; *Part Time Students; Post Secondary Education; State Government
IDENTIFIERS *California

ABSTRACT

Described are current postsecondary educational programs in California that are designed primarily for: (1) over-25 adults with job and family responsibilities that preclude full-time residence degree study and (2) younger adults interested in a form of education that does not preclude wage earning and continuing involvement in their local communities. These programs are made available through the adult education component of the state department of education, proprietary schools, community colleges, the state university and colleges, the University of California, independent colleges and universities, and noncollegiate organizations. The general characteristics of the programs are described, and an across-segment review of the state's educational resources is included for: (1) continuing education for adults; (2) part- time degree study; (3) external degrees; (4) individualized study; (5) vocational or professional education; (6) consortia; (7) community development and community services; and (8) opportunities for underserved groups. Some changes in state policy are recommended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153509

POSTSECONDARY ALTERNATIVES: MEETING CALIFORNIA'S EDUCATIONAL NEEDS
A FEASIBILITY STUDY

SECOND TECHNICAL REPORT

INVENTORY OF EXISTING POSTSECONDARY ALTERNATIVES

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Marcia B. Salner

HE009361

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

California Legislature

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM

September 1975

Prepared for

The California Legislature

#434

This is one in a series of reports from the feasibility study, "Postsecondary Alternatives: Meeting California's Educational Needs."

The study stems from a recommendation in the 1973 report of the Legislature's Joint Committee on the Master Plan for Higher Education, chaired by Assemblyman John Vasconcellos, that the state establish a "fourth segment of California public postsecondary education" to offer educational activities, coordinate existing external and non-traditional programs, assess learning experiences and maintain a credit bank, and award certificates and degrees. Following this recommendation, the Legislature directed the Joint Committee to contract with a private consulting firm to determine the feasibility of implementing an external higher education program in the state, and in the 1974 budget the Legislature and the Governor appropriated funds for "studying and testing the need, design, and feasibility of a university without walls in California." The Joint Committee on Postsecondary Education (successor to the Joint Committee on the Master Plan) contracted with the Educational Testing Service and other independent consultants for this study. With the termination of this second Joint Committee in November, 1974, the Joint Rules Committee assumed legislative responsibility for the study.

Research Staff:

Richard E. Clark, Chairman, Department of Instructional Technology, Syracuse University;
K. Patricia Cross, Senior Research Psychologist, Educational Testing Service (ETS);
JB Lon Hefferlin, Director of Special Projects, Jossey-Bass, Inc., Publishers,
Harold L. Hodgkinson, Research Educator, Center for Research and Development in Higher Education (CRDHE), University of California, Berkeley;
Richard E. Peterson [Project Director], Research Psychologist, ETS;
Pamela J. Roelfs, Senior Research Assistant, ETS;
David P. Rubin, Director, Media Services, Center for Research and Development in Teaching, Stanford University;
Marcia B. Salner, University of California, Berkeley;
John R. Shea, Associate Research Economist, CRDHE;
William M. Shear, Academic Vice President, Armstrong College.

An advisory committee of thirty California citizens; a national panel of educational leaders from other states; and a liaison panel of representatives from the existing segments of postsecondary education in California consulted with the research staff during the study. Russell Y. Garth, on the staff of the Joint Rules Committee, served as legislative liaison for the study.

Available Documents:

Peterson, Hefferlin, et al.,	POSTSECONDARY ALTERNATIVES TO MEET THE EDUCATIONAL NEEDS OF CALIFORNIA'S ADULTS
First Technical Report Part One:	Hefferlin, Peterson, Roelfs, CALIFORNIA'S NEED FOR POSTSECONDARY ALTERNATIVES
First Technical Report Part Two:	Peterson, et al., COMMUNITY NEEDS FOR POSTSECONDARY ALTERNATIVES
Second Technical Report:	Salner, INVENTORY OF EXISTING POSTSECONDARY ALTERNATIVES
Third Technical Report:	Hodgkinson and Shear, NONINSTRUCTIONAL SERVICES AS POSTSECONDARY ALTERNATIVES
Fourth Technical Report:	Clark and Rubin, INSTRUCTIONAL TECHNOLOGY AND MEDIA FOR POSTSECONDARY ALTERNATIVES
Fifth Technical Report:	Shea, FINANCING FOR POSTSECONDARY ALTERNATIVES

Final report may be obtained from:
Postsecondary Alternatives Study
1116 9th Street, Room 34
Sacramento, California 95814

Technical reports may be obtained (at cost) from:
Assembly Publication Office
Box 90, State Capitol
Sacramento, California 95814

Postsecondary Alternatives: Meeting California's Educational Needs
A Feasibility Study

Second Technical Report

INVENTORY OF EXISTING POSTSECONDARY ALTERNATIVES

Marcia B. Salner

Prepared for the California Legislature
September 1975

ABSTRACT

This report describes current postsecondary educational programs in California which are designed primarily for: 1) over-25 adults with job and family responsibilities which preclude full-time residence degree study, and 2) younger adults who are interested in a form of education which does not preclude wage earning and continuing involvement in their local communities.

Seven identifiable educational segments are engaged in the provision of services:

- 1) The adult education component of the State Department of Education provided instruction for more than 1.2 million adults in 302 of the state's 360 local school districts during 1973-74. Major activities include basic education for the 37.4% of California's population over the age of 25 who have not completed high school; vocational training programs, including the almost 200,000 students who enroll in Regional Occupation Centers and Programs; special education for 22,000 physically disabled persons and 22,000 senior citizens; community-based, community development projects in 32 local districts; and a wide variety of general education courses offered for adults at community sites throughout the state.

- 2) Private specialty ("proprietary") schools number approximately 1,750, of which about 750 are engaged in the serious vocational training of 200,000 students.

- 3) The 100 California Community Colleges enrolled 1,136,000 students in the fall of 1974 in state-supported academic and vocational programs. An additional 500,000 people are estimated to be involved in locally-funded community services programs. Part-time students account for 67% of the enrollment; 49% of the students are "defined adults", i.e. over 21 and taking less than 10 semester units; 43% of the students are enrolled in late afternoon and evening classes.

The occupational programs of the community colleges enroll 46% of the state's vocational students. Cooperative education, i.e., earning-learning programs, involve about one-sixth of these students in simultaneous wage earning and study.

Off-campus instruction is typical and involved 190,000 students, 7.3% of the total statewide A.D.A. (average daily attendance) and over 1,300 community locations in 1972.

Of particular importance are the colleges' programs for special populations: the economically disadvantaged, ethnic minorities, returning women, senior adults, the physically disabled, prison inmates, and veterans.

- 4) The 19 California State University and Colleges enroll approximately 291,000 matriculated students, of whom 77% are undergraduates. Twenty-eight percent of the undergraduates attend part-time degree programs. About 60,000 students are over the age of thirty. Continuing Education programs, chiefly Extension, enroll an additional 122,000 people in numerous community locations.

Three programs are of special interest: a) the 28 CSUC External Degrees Programs, offered at 42 off-campus locations to over 2,000 students; b) the 19-campus Consortium, which initiates and administers state-wide external programs and other inter-campus cooperative efforts; and c) The Program for Innovation which has stressed experiments with individualized modes of instruction, media utilization, the granting of credit by examination, and several multi-campus projects.

- 5) The University of California enrolls approximately 124,000 students, of which 88,000 are undergraduates. Although the University has no formal part-time study policy, the Extended University programs

provide part-time scheduling, part-time fees, and off-campus study to 1,650 students.

Most of UC's off-campus, community-based activity takes place through University Extension, enrolling approximately 270,000 people each year, and through Cooperative (agricultural) Extension which serves upwards of 20,000 people on an average day in consultations , short courses, and community meetings in rural areas.

- 6) The independent colleges and universities number 157 including 83 fully accredited by the Western Association of Schools and Colleges, 23 approved by the State Superintendent of Public Instruction, and 51 listed by the Bureau of School Approvals. Many of these latter are new "alternative" programs seeking additional accreditation or approval. Approximately 147,000 students are enrolled by the segment as a whole.

  These colleges are diverse in their characteristics and the majority can be considered "innovative." Most of the external degree activity in the state is located in this segment, with 16 undergraduate institutions reporting programs involving between 16,000 and 20,000 students.

  Individualized education, utilizing flexible admissions requirements, learning contracts, use of community resources, and credit for prior experience are frequent features. An important program is the national University Without Walls which involves 6 California schools including Antioch College's West Coast Center in San Francisco.

- 7) Non-collegiate organizations, i.e., business firms, government agencies, and community agencies or associations involve an estimated million California adults. A 1969 survey of business firms suggests that about 33,000 people are employed full-time as business/government training and development personnel in California.

> Government training programs involved 104,000 federal employees in California in 1972; state agencies trained 258,000 in 1973-74. Local community organizations offering adult education number in the thousands.

Overall, an estimated 3.5 million Californians are involved in non-degree continuing education at some time or another during the course of a year. Opportunities are widespread though uncoordinated. With respect to degree study, inexpensive part-time options for lower division study are readily available at the local community colleges. At the upper division level, the State Colleges, operating in the evenings , provide more limited part-time opportunities. Numerous external degree programs,in the public and independent colleges, are available for students who cannot get to a campus, but the self-supporting nature of the majority of these programs makes them discriminatory toward low-income students.

About one-third of the adult population of California is under-prepared academically for college level study. Access to academic degree study is likely to be less important to this group than the acquisition of occupational and other basic skills. The adult schools, proprietary schools, and community colleges provide the bulk of services for this population. Furthermore, the local orientation of these segments requires their responsiveness to community development needs and to the needs of specific interest groups. The fast-growing Regional Occupation Centers and Programs, community-based education projects in the local districts, and the community services activities of the community colleges appear to have considerable importance.

The report describes the general characteristics of all the aforementioned programs. Enrollment figures are either recorded or estimated. An across-segment review of the state's educational resources is included for the following categories: 1) continuing education for adults, 2) part-time degree study, 3) external degrees, 4) individualized study, 5) vocational/occupational and professional education, 6) consortia, 7) community development and community services, and 8) opportunities for under-served groups.

The following conclusions are suggested as minimal changes in state policy:

- 1) the extension of financial aid and eligibility to needy students who wish to study in part-time off-campus degree programs;

- 2) incentives for the University of California to establish a part-time study policy, part-time pro-rated fees, and appropriate modifications in course scheduling to accommodate part-time students on the campuses;

- 3) expanded state funding for the California State University and Colleges Consortium as the statewide administering unit for time and place-free degree study in the public sector; and

- 4) increased state funding and policy support for community education/development programs and for programs aimed at high cost, high risk populations, i.e., the disadvantaged, physically disabled, ex-offenders, etc.

With regard to the last conclusion, the following require specific evaluation as to their potential: The Regional Occupation Centers and Programs (ROC/P); community-based education projects in the local school districts; the community services activities of the community colleges; and private specialty ("proprietary") school vocational programs.

TABLE OF CONTENTS

Abstract i

Table of Contents vii

Introduction 1

PART ONE: THE SCOPE OF SERVICES 9

I. Adult and Community Education, State Department of Education 11

Enrollments 11
Major Activities 12
Basic Education 12
Special Education 13
General Education for Adults 14
Vocational Education 15
Regional Occupational Centers/Programs 18
Community-Based Education 21
Comment and Summary 23

II. Private Specialty Schools 27

Number of Schools 28
Geographic Distribution and Enrollment 29
Types of Schools 29
Number Accredited 30
Student Characteristics 31
Costs to Students 31
Summary and Comment 32

III. Community Colleges 35

Enrollment 35
Relevant Programs 38
Off-Campus Instruction 38
External Degree/Certificate Programs 40
Occupational Education 42
Classes for Adults 45
Community Services 46
Extended Access Programs 48
Consortia 52
Summary and Comment 53

IV. California State University and Colleges 57

Enrollment 57
Relevant Programs 58
Part-Time Study 58
Continuing Education 59
External Degree Programs 63
The "1000-Mile Campus" 66
Other Consortia and Multi-Campus Projects 69
Community-Oriented Programs 69
Cooperative Education 71
Extended Access Programs 73
The Program for Innovation and Improvement of the Instructional Process 80
Summary and Comment 82

V. University of California 85

Enrollment 86
Relevant Programs 86
The Extended University 87
University Extension 91
Independent Study 96
Cooperative (Agricultural) Extension 97
Community-Oriented Programs 99
Cooperative Education 100
Fund for the Improvement of Under-Graduate Teaching 102
Extended Access Programs 104
Summary and Comment 108

VI. Independent Colleges and Universities 113

Enrollment 113
Types of Organizations 114
External Degree Programs 115
Non-Degree Off-Campus Instruction 116
Cooperative Education 117
Individualized Study 118
Innovation 118
Consortia 122
The University Without Walls 122
Out-Of-State Based Colleges. 124
New Non-Accredited Colleges 126
Summary and Comment 131

VII. Continuing Education in Non-Collegiate Organizations 135

Business and Industry 135
Unions 139
Government 139
Community Agencies 143
Alternative Educational Organizations 146
Summary and Comment 148

PART TWO: OVERVIEW: AN ACROSS-SEGMENT LOOK AT POSTSECONDARY ALTERNATIVE PROGRAMS 149

I. Continuing Education for Adults 151

II. Part-Time Degree Study 152

III. External Degrees 153

IV. Individualized Study 156

V. Vocational/Occupational and Professional Education 159

VI. Consortia 161

VII. Community Development and Community Services 166

VIII. Opportunities for Under-Served Groups 167

IX. Conclusion 173

APPENDICES 177

Appendix A - Adult and Community Education, State Department of Education 179
Appendix B - Community Colleges 187
Appendix C - California State University and Colleges 195
Appendix D - University of California 207
Appendix E - Independent Colleges and Universities 217
Appendix F - Continuing Education in Non-Collegiate Organizations 225
Appendix G - Various Models for External Degree Programs 233

INTRODUCTION

Traditionally, thinking about education beyond high school has been dominated by the assumption that there are basically two postsecondary populations: the population which goes to college and the population which goes to work. The college-going population is generally assumed to be between the ages of 18 and 21, enrolled full-time, in residence, in a baccalaureate degree program, and deriving at least partial financial support from parents during a 4 year period of disengagement from the work force. Higher education has been, and still is to a large extent, oriented toward the needs and interest of this population of "typical" college students.

The increasing use of the term "postsecondary education" reflects a growing awareness that higher education, as it is traditionally conceptualized, is simply one kind of alternative for providing educational services. Furthermore, the term expresses the fact that it is not only "typical" college students who have a need for, and interest in, education beyond high school. The term "postsecondary education" encompasses a variety of educational programs, vocational as well as academic, and includes the continuing education of adults as well as the education of recent high school graduates. Two and four-year colleges and universities provide postsecondary education, but so do adult schools, proprietary schools, and a variety of non-collegiate organizations.

Purpose of this report. The following report describes current efforts in California to serve the instructional needs of a broadly defined postsecondary population. Specifically, the report focuses on educational programs for high school graduates and adults who are not "typical" college students. Two categories of people are of primary consideration: 1) adults over 25 with job and family responsibilities which preclude full-time residence study and 2) younger adults who are primarily interested in a form of education which does not preclude wage earning and continuing involvement in their local communities.

Seven identifiable educational segments are engaged in the provision of services: 1) the adult education component of the State Department of Education, 2) private specialty (proprietary) schools, 3) community colleges, 4) the California State Colleges and Universities, 5) the University of California, 6) private colleges and universities, and 7) training programs in business, government, and private agencies. The activities of each of these segments are

reviewed. Special attention has been paid to off-campus extended or external programs. However, on-campus programs which are designed specifically for the "atypical" college student are included as well.

Conceptual background and assumptions. In order to arrive at a set of relevant program categories to be explored within the segments, certain assumptions had to be made about the definitive nature of "alternative" postsecondary educational services.

It was assumed that there is a justifiable social need for educational programs which provide an alternative to the full-time, on-campus, classroom-based degree programs. These alternative programs should provide for:

- groups within the general population which are not now being adequately educated;
- life-long continuing education for adults who are confronted with rapid social change, expanding leisure time, and increasing longevity;
- education and training for emerging and/or changing careers;
- the development of skills and values to be directed toward the solution of high priority social problems;
- personal self-development and intellectual growth for the population as a whole; and
- experimentation and innovation in order to continue the renewal and improvement of existing postsecondary educational services.

Furthermore, it was assumed that there are certain institutionalized barriers which impede the access of potential students to existing educational services. Among the barriers which have been identified in recent research and discussion are:

- rising costs to students;
- inflexible scheduling of courses/classes;
- geographic inaccessibility of campuses;

- the need for remediation or other compensatory experiences;
- rigid entrance requirements;
- credit and residency requirements;
- the need for frequent "stop-outs" from educational programs for job, family, or personal reasons;
- lack of awareness of opportunities; and
- psychological attitudes on the part of potential students themselves, or on the part of institutional staff.

Social needs and the existence of barriers to participation serve, by derivation, to define the desirable characteristics of alternative postsecondary educational services. Ideally, alternative programs should eliminate barriers to access in one or more of the following ways:

- by providing special scheduling of courses, e.g., evenings, week-ends, or short term intensive sessions;
- by easing student movement from one segment to another through the provision of special admissions or transfer criteria, through credit for job/life experiences, or through credit by examination;
- by providing temporary remediation or other compensatory experiences, such as tutoring;
- by providing special essential services such as child care, or counseling;
- by locating instructional experiences outside of campus boundaries in the student's residential community or place of work;
- by utililizing communications media to reach students in geographically remote areas; and
- by providing concurrent job placement or other sources of financial support.

Alternative programs should be addressing the special needs of populations which are underepresented in traditional college programs. Senior adults, women, ethnic minorities, the economically disadvantaged, the physically disabled, ex-offenders, veterans, and prison inmates all have unique interests and needs which require knowledge and responsiveness on the part of educational institutions.

Alternative programs should be responding to social changes by developing educational programs for newly emerging or changing occupations, for the solution of high priority social problems, or for groups which have been economically or socially displaced by change.

Lastly, alternative programs should be experimenting with methods of teaching, administering, and evaluating that are a departure from standard institutional practice. These experiments might center in educational values and objectives for example, placing a higher priority on the students' needs and competencies and a lower priority on conventional degree requirements. Experiments might center on educational content, for example, on the development of specific concepts and methods that are required by special populations or special problems. Experiments might also center on teaching methods, for example, alternatives to the conventional classroom lecture mode of instruction or experiments with the utilization of informally qualified specialists as instructors.

Program categories which were explored in the course of the project. Identifying and categorizing relevant educational programs within the segments, as a basis for collecting information, presented major difficulties since the information gathering mechanisms of the segments are not organized in any way that fits the categorization of programs of interest to the project.

It was assumed that educational programs embodying all of the aforementioned characteristics would be extremely rare. More common are programs which have a few of the characteristics.

Discussion with representatives of the segments yielded a set of program categories that appeared most likely to fit the definitional categories of the project. These categories represent a compromise between the ideal and the accessible.

Major program categories include:

- external degrees;
- off-campus instruction;
- on-campus part-time programs;
- cooperative education, i.e., programs integrating wage earning and education/training;
- continuing education for adults;
- community services;
- community "out-reach" programs;
- community-based education;
- compensatory education;
- individualized instruction; and
- consortia and other cooperative arrangements within segments, across segments, and with business/community organizations.

Constraints on the project. The report represents a one-person effort extending over a period of seven months utilizing a total budget of $11,000. The project was not designed to be a comprehensive research survey of existing services. It was assumed that a good deal of information about various educational alternatives already existed within the segments. What was required was a compilation and synthesis of that information. However, hindsight reveals that the range and variety of currently existing alternative educational programs was underestimated, while the extent of available information about these programs was overestimated. Therefore, this report must be considered as an inventory of information about existing services rather than an inventory of the actual services themselves.

Furthermore, constraints on time and resources required that certain types of information be excluded from the beginning. Where it appeared that information gathering was likely to duplicate the work of another member of the feasibility study team, the category was eliminated. More importantly, the kind of information which is required for evaluative or

comparative judgments about programs was excluded. The time and resources available to the project precluded, absolutely, any attempt at an evaluation of the quality of programs or services.

Therefore, the report does not include:

1) information about the quality or outcomes of programs;

2) information about the cost-effectiveness of programs;

3) information about the number of faculty/staff or their qualifications;

4) detailed information on relative costs to the student;

5) information on the extent of media and instructional technology utilization; or

6) information on non-instructional services, for example, student financial aid, advising, or counseling.

Method. Since the project was neither designed nor funded as a research effort, the method of information gathering has been essentially that of a journalist. Written documents, interviews with chief administrators of programs, and on-site visits with staff and students have constituted the major sources of information.

A consulting group, composed of people who have been involved in the gathering and analysis of information about postsecondary educational alternatives, was assigned to the project. This group included Dr. William Haldeman from the California Postsecondary Education Commission; Dr. Dale Heckman from the Program Evaluation Unit of the Department of Finance; Dr. Leland Medsker from the Center for Research and Development in Higher Education; Dr. Richard Peterson from Educational Testing Service; and Dr. Welford Wilms from the Center for Research and Development in Higher Education.

The consulting group assisted in the preliminary conceptualization of the project, provided access to documents and information compiled by the agencies which they represent, recommended various people who could be contacted for information, and commented upon earlier drafts of this report.

In addition, a liaison representative from each of the segments providing postsecondary educational services was assigned to assist the entire study team effort. The liaison representatives included Dr. Xavier Del Buono, Assistant Superintendent of Public Instruction for Adult and Community Education in the State Department of Education; Dr. Lee Kerschner, Assistant Executive Vice Chancellor of the California State Colleges and University; Dr. Durward Long, Vice President for Extended Academic and Public Service Programs, University of California; Dr. Ray Pitts, Dean of Academic Affairs, California Community Colleges; Mr. Kenneth Ruppenthal, President of Polly Priest Business College in Oakland; and Dr. Russell Sharpe, Senior Vice President for Special Assignments, Golden Gate University.

The segment liaison representatives provided assistance in defining the relevant program categories to be explored; provided access to segment documents, data sources, and key personnel; and reviewed preliminary drafts of the report. In addition, they assumed responsibility for reviewing, with other staff members of the segments, the accuracy of the factual data reported in the body of the report.

Methodologically, the project began at the top of the administrative hierarchy and worked downward and outward into the field. Programs about which there was comprehensive, centrally available information were not pursued further, since time had to be allotted to covering programs which are either very new or are operating outside of the formal mechanisms for centralized information processing.

Given the constraints on project time and resources, beginning with centrally available information was both logical and practical. However, one of the effects of this approach is that a greater emphasis has been placed on institutionalized programs than on new and innovative programs. Innovations frequently do not lend themselves to easy categorization. The most unusual educational programs proved to be the ones about which it was most difficult to obtain information, short of visiting and describing each one individually. Therefore, this report should be regarded as an inventory describing existing institutionalized educational services and not as a catalogue of innovations within the segments.

Organization of the report. The body of the report (Part One) is organized by educational segment. Each of the seven segments are briefly described and over-all enrollment figures are included. Programs which have particular

relevance to the purposes of the project are identified and described in more detail. The description of each segment's contributing activities is concluded by a summary comment which briefly relates the activities of the segment to the over-all program categories established for the project.

The final section of the report (Part Two) takes an across-segment look at the various programs. Assuming that these particular kinds of programs are important means for expanding educational opportunity, it is desirable to have a sense of the total resources currently devoted to them throughout the state. Furthermore, it is desirable to have a sense of the conditions which prevent the segments from increasing the scope of these particular kinds of programs. Barriers which constrain the segments are discussed. The chief focus has been on barriers which emanate from the legislative level since these barriers can potentially be removed by legislative action. If certain categories of programs are deemed desirable components of postsecondary education, greater emphasis on these programs will require changes of policy at the legislative level in order to facilitate their development.

PART ONE

THE SCOPE OF SERVICES

I. ADULT AND COMMUNITY EDUCATION, STATE DEPARTMENT OF EDUCATION

In 1973-74, 302 out of 360 high school and unified districts in California provided programs of instruction for adults. There were 203 districts with separate adult schools offering day and evening classes. Another 99 districts maintained classes for adults attached administratively to regular day high schools. A map showing the distribution of Adult and Community Education by California Counties, is included as Figure 1 in Appendix A. Figure 1a lists the adult average daily attendance (A.D.A.) by county.

Enrollments

During 1973-74, 1,236,283 people enrolled in one or more classes for adults. Historically, women have been over-represented, accounting for 63% of the enrollments in 1968-69. However, in 1973-74, the proportion of men and women is roughly equal over-all; although there is variation within program areas.

Interestingly, not all the enrollees in Adult Education are (over 21) adults. In 1973-74, 230,259 minors, or 17.5%, were part of Adult Education. In 1968-69, the figure was reported as 12%. There is some informal evidence that young adults are finding Adult Education vocational courses attractive. In addition, some districts have developed successful continuing education programs for reaching high school "drop-outs" or "kick-outs." Centro Aztlan, an off-campus program of Garfield Community Adult School in east Los Angeles, is one of these.

Statewide ethnic data is not routinely collected except in federally assisted programs which are a small proportion of Adult Education offerings. However, data from the Los Angeles Unified School District were provided. Since Los Angeles County generates over half of the total adult average daily attendance (A.D.A.) in the state and the county is racially mixed, data from the Los Angeles district is the most representative available. Even so, surveys of ethnic composition are based on self-report information and many people do not respond. The Los Angeles district survey results are based on a 59% return in 1972 and a 40% in 1974, so that the reported percentages should be considered very

approximate:

Spanish surname	34%*
Other white	45.5%
Black	12%
Asian	7.5%
American Indian	1%

Income levels reported in the same survey are no less approximate but it seems safe to say that well over half of the students in Adult Education are earning less than $8,000 per year.

Major Activities

A breakdown of Adult Education subject area curricula and their statewide enrollments are included as Figure 2, appendix 1. Although highly aggregated statewide figures tend to wash out evidence of the great variations in activities from district to district, the figures do indicate that the major activities of Adult Education are basic education, general continuing education, and vocational training.

Basic Education

Adult basic education is authorized under provisions of the Adult Education Act (Title III of the Elementary and Secondary Amendments Act of 1966). Federal funds are combined with state and local revenue to support programs for adults who have less than an 8th grade education. The U.S. Bureau of the Census (1970)** identified 1,199,277 adults in California over the age of 25, who have not completed eight years of school. This figure is 11% of the total adult population.

---

* This figure includes the large number of Spanish-speaking adults who are enrolled in English as a Second Language classes.

** General Social and Economic Characteristics, California. (Series P-20)

English as a Second Language (ESL) enrolls 154,052 people statewide, of which 50% are from the Los Angeles area. In the Los Angeles Unified District, 36% of the 1974 fall enrollments were in ESL. This large percentage is due to the fact that Los Angeles is a major port of entry for immigrants from Asia and South or Central America. However, Edward Morton, Principal of Evans Community Adult School in Los Angeles, where enrollment is approximately 4,000 students each day, reports that 81 nations are represented at the school, its three branches and seven additional sites.

A major activity of Adult Education is the provision of secondary level classes for adults who have not finished high school. U.S. Census data from 1970 indicates that 37.4%, or more than 4 million, of California's nearly 11 million adults over 25 do not have a high school diploma. This figure includes the 1.2 million who have not completed the 8th grade.

In 1973-74, local adult schools granted 1,864 elementary certificates, 14,724 high school diplomas, 5,641 certificates for new citizens, and 10,466 certificates for adult basic education. However, the number of diplomas or certificates awarded does not adequately represent the numbers of adults who are able to improve their basic academic skills through courses offered in Adult Education.

Special Education

In 1973-74, 21,946 handicapped persons were enrolled in courses for blind, deaf, orthopedically handicapped and mentally retarded.

During the same year, 22,082 persons took courses like "Living Within Your Retirement Income," "Physical Exercises for Older People," and "The Challenge of Maturity." Some of these enrollees participated in vocational programs for senior home training aides, maintenance gardening, and other programs appropriate for senior adults. Two projects in east Los Angeles that have federal funding include bilingual visitation aides, ombudsman services, and a hot meals program.

Some 500 adults, most of them handicapped or confined to hospitals or rest homes, are enrolled in high school courses under a program of the Los Angeles Unified School District, but do not actually attend classes. Classes are conducted by a teacher who instructs via telephone, using a special

console designed for the purpose. The teacher is able to talk directly with individual students by telephoning each one. Special phone hook-ups also make it possible for students to converse with each other. Examinations for credit-seeking students are mailed or, in case of handicapped students, are conducted over the phone.

General Education for Adults

The provision of general interest courses for adults with the time and inclination to seek self-improvement is a major activity of Adult Education. These courses vary considerably from district to district with community interests and demand. Critics of adult education view these courses as thinly disguised recreation. On the positive side, noncredit courses are promoted as community services and, as such, are essential in a society trending toward early retirement, extended longevity, shorter working hours, family and community dislocation, future shock, etc.

For example, consumer-oriented education is becoming important, particularly for low-income people and the elderly. Parent education is an important facet of early childhood development.

General education for adults may be defined here as courses which are not part of a certificate or diploma sequence. However, this does not necessarily mean that they are "recreational." The lines between academic, vocational, and recreational courses are difficult to draw and depend more on the motivation of the student than the nature of the course.

The 1970 Advisory Committee on Adult Education (report of the Task Force on Curriculum) reported that Adult Education enrollments are distributed as follows: courses dealing with human relationships (personal, familial, and societal), 34.26%; courses dealing with communication and computation skills (language and mathematics), 20.48%; humanities and aesthetics, 10.24%; economics and job-related skills, 30.61%; health, safety and environment, 4.41%. A portion of these enrollments will be for high school credit or for job entry vocational training, but not all.

Vocational Education

Vocational education for adults is conducted in high schools, adult schools, community colleges, CETA training programs*, regional occupation centers, apprenticeship programs and private vocational schools. This effort derives financial support from the Vocational Education Amendments Act of 1968, however, VEA funds account for only about one-tenth of the total public school support for vocational education.

In 1973-74, Adult Education accounted for approximately 12% of the total vocational education enrollment in the state. Enrollment in the business education category, which is chiefly secretarial, and in the industrial education category which includes trade, technical, and social services, i.e., health professions, law enforcement, etc., accounts for about 22% of the statewide adult enrollment.

The Adult Education segment specializes in high-intensity, short duration skills-training either for job entry or job advancement. Besides sharing many of the same occupational programs offered in secondary schools, adults took training in, for example, police radio dispatching, auto radiator repair, finger print classification, medical equipment repair, pest control, machine tool rebuilding, school bus driving, and marine pipe fitting.

In 1973-74, a team comprised of representatives from local school districts, community college districts, county offices of education, the University of California, the private business and industry sector, the Community College Chancellor's Office and the California State Department of Education were brought together to establish criteria for exemplary adult vocational programs and to identify practices and programs which seemed, in a practical sense, to serve as models.

---

*The Comprehensive Employment Training Act of 1973 (CETA) consolidated into one revenue-sharing proposal most of the provisions that were formerly contained in a number of federal acts dealing with manpower, community service, social welfare, economic opportunity and related activities. CETA gives local elected officials (called prime sponsors) major authority in allocating funds to various local agencies for a broad spectrum of programs and services including vocational training.

The criteria by which programs were judged are as follows:

- There is an obvious administrative structure which encourages curriculum flexibility and development, accessibility in terms of the times and places classes are scheduled, and which provides for administration-teacher-student communication.

- There exists an effective, comprehensive strategy for determining work force needs (labor market data) and community needs (demographic/socio-economic data).

- There is a system of student support services, e.g., counseling, placement, basic or remedial education.

- There is a system for identifying and selecting staff with the most appropriate skills and attitudes and for continuously improving staff quality through development efforts,

- There is a comprehensive information dissemination process using a variety of public information systems as well as community agencies which result in community awareness of and participation in the vocational training programs.

- There is a system of continuous evaluation of program effectiveness, including program retention rates, job placement rates, etc.

- There is an obvious effort to sustain productive community coordination through, for example, advisory committees, provision of on-site work experience, use of community talent in training efforts, use of community facilities and local agency participation.

Nine vocational programs were identified in which these characteristics were particularly strong. The following are examples:

1. The Business Office Occupation Curriculum of the Clovis Adult School in the Clovis Unified District is completely individualized and permits students to enroll at any time. The modular construction of the curriculum also makes it possible to design a training program to match the occupational goal of each student. Audio components are available

and paraprofessionals in addition to instructors, assist trainees with special problems.

2. Similar curriculum flexibility characterizes the Graphics Communication Center in Cerritos (The ABC Unified District). The Center is open for student use daily from 8:30 a.m. to 10 p.m. Labor market needs in the community are reviewed daily with employers. The Employment Development Department provides a Job Development agent two days a week at the Center. In addition, students have the services of a vocational counselor, an academic counselor and a placement counselor.

3. The La Puente Valley Adult School Vocational Center in the Hacienda-La Puente Unified District operates 28 different vocational programs. Year-round open entry-open exit enrollment is a feature of 25 of the 28 programs. New courses are added and old ones dropped throughout the year according to trends in the labor market. For students who have verifiable physical, emotional or mental disabilities there is a major rehabilitation program on the campus featuring a Work Evaluation Program that enables students with problems to adjust to regular employment situations. Experience has proven that students in this category learn better when integrated into regular curricula. Students who cannot function in normal training and work settings are placed in the Valley Vocational Center Sheltered Workshop where employment and training are provided under special supervision. Free child care services are available day and night for parents who are eligible under the State Child Development Act. A bilingual staff is available at all times.

   Due to increased enrollment, the Center has expanded into community facilities. The entire allied health program was moved to an elementary school campus within the district that was forced to close because of declining enrollment. Other sites include the local high school, churches, a cooperative housing complex (in cooperation with the local housing authority), and a convalescent home. In addition, old school buses are used as portable classrooms and child care centers in a mobile mini-class program which takes the adult

school offerings to persons who, for one reason or another, cannot travel any distance to go to class.

Another school which can be singled out for comment is the Health Career Education Center connected with Grossmont Union High School in La Mesa, California. This program enrolls 1200 students 17 to 65 years of age, of which 304 or about 25% are Mexicans and American Indians. The students are a mix of high school seniors, professional and allied health workers, drop-outs, and high school graduates. The purpose of the program is to train students for job entry and/or licensing in health-related occupations. Programs vary from 8 hours a day for 10 1/2 months to five-week and sixteen-week courses of study. All include lab and on-the-job training. This Center has been judged exemplary on the basis of its retention and completion rates of about 94% and high job placement records of up to 98% in some of the programs.

Regional Occupation Centers and Programs

ROC's and ROP's are the fastest growing element in vocational education. Figures 3, 4 and 5 in Appendix A show the increase in vocational enrollments from approximately 900,000 in 1969-70 to over 1.5 million in 1974-75. Similarly, the number of Regional Occupational Centers and Programs has increased, as has the proportion of the over-all vocational educational budget devoted to ROC/ROP support.

The acronym ROC became an official designation in 1965. In 1968, the expansion of the concept to include regional occupational programs permitted the use of multiple facilities in various locations in lieu of a central facility.

ROC/ROP's are administered through a number of options* which makes them a factor in jurisdictional disputes. Since ROC/ROP's are open to high school students, adults, and community college students, the question of who should control them is not settled. Despite some administrative and fiscal confusion, the concept of the ROC/ROP is important and popular as evidenced by the phenomenal growth in enrollments.

---

*See section 7451 of the California Education Code.

ROC/ROP activities in the Los Angeles Unified School District enroll approximately 60,000 students, or 47% of the statewide ROC/ROP enrollment, and will be used for descriptive purposes. The Los Angeles district operates five ROC's and an extensive decentralized ROP in addition to its 29 adult schools and 4 CETA skills centers. These various activities are the province of a single administrative unit, the Division of Career and Continuing Education, whose chief, Abram Friedman, is an Associate Superintendent.

A survey of the Los Angeles ROC students in the spring of 1974 indicates that the 5 centers serve a population which is overall 50% ethnic minority (32% Spanish surname and 13% Black) with a male/female ratio of 52 to 48. Because the centers serve distinctive ethnic geographic areas, a breakdown of the racial distribution by centers is included as Figure 6, Appendix 1.

The age distribution in the 5 centers is as follows:

Under 18	12%
18-20	20
21-25	19
26-34	20
35-49	21
50-64	7
65+	1

The Los Angeles ROC's include some basic education and academic work on a tutorial basis so that occupational skills can be pursued simultaneously. Study centers using diagnostic tests, programmed instruction, and audio-visual assistance are the norm.

Approximately 62% of the Los Angeles ROC students are postsecondary, i.e., already have a high school diploma. Of these, 22% have 1-4 or more years of college. As the number of high school graduates and the age distribution indicates, the Los Angeles ROC's have appeal for postsecondary adults.

Nearly half of the students had attended a public adult school the semester prior to the survey. The questionnaire indicated that their reasons for attending an ROC are mainly vocational, although 14% did indicate that the productive use of leisure time was a factor.

Los Angeles area Adult Education students pay a registration

fee of $8 for one or more classes. This fee does not apply to persons:

- referred from the State Department of Employment Development,
- receiving public assistance or social security,
- taking courses for high school diploma credit, or
- under 21 years of age or over 65.

The 166 different vocational programs at the 5 centers vary in length from two weeks part-time to one year full-time. Enrollment is about half and half for day-evening classes. Three of the centers have State Department of Employment Development offices on the site to facilitate referrals of students to the center and job placement following training.

The Los Angeles ROC's appear to be successful in providing services. They are labor market-oriented and program development is flexible so that courses and instructors can be dropped or added as local employment patterns shift. The vocational training is up-to-date; about half of the instructors are local business and industry professionals.

The original purpose of ROC legislation was to provide vocational training facilities and equipment more modern and elaborate than a single school can provide.* This goal seems to be born out in Los Angles. For example, Harbor Occupation Center primarily operates maritime programs, one in the maintenance of large marine diesel engines. Last year, North Valley Occupation Center acquired a T-33 jet.

Since 1973, legislation permits the ROC/ROP's "to operate business, commercial, trade, manufacturing, or construction activities and to establish conditions to permit the sales of products and services,"** an atmosphere of "real" work is generated. For example, students in printing, graphics, and photography are responsible for a good deal of the printed material of the school district -- a cost saving as well.

The State Department of Education has contracted a third

---

*See Section 7450 California Education Code.

**State Department of Education. Status Report on ROC/ROP in California in 1972-73.

party study to evaluate the ROC/ROP's statewide in terms of costs, output, conformity with legislative intent, and relationships with other segments, trade advisory councils and state, county, and city agencies. The results of this study should be available some time after July 1975*.

Community-Based Education

During the last two or three years, community initiative has provided support for the concept of community-based education. In the various on-going projects, the local school, which may be an elementary or a secondary school, functions as the center for community development projects. The major purpose of community-based education projects is to channel citizen involvement in needs assessment, resources assessment, and the design of new programs to meet local needs. An on-site community development coordinator serves as the focal point of these activities and is responsible for organizing community groups.

The San Juan School District, near Sacramento, is an example. District population is approximately 300,000 with 56,000 students attending 80 K-12 schools. The school district began community development in the early 1960s as the natural administering unit for that particular area. The district was divided into 10 attendance areas surrounding the 10 district high schools. Each attendance area has an Area Community School Director whose role is to act as catalyst for bringing organizations, residents, parents, and students together to assess their needs, get information about services, and design new services if necessary. Local area and district advisory councils (one-third community people, one-third school personnel, and one-third agency personnel) constitute a network and do much of the actual work.

San Juan community action has centered around park development in cooperation with county officials and the State Department of Parks and Recreation; health care (the organization of a well-baby clinic); psychological needs (a family counseling center is now in operation); and the promotion of adult education in connection with the high schools.

---

*Max Tadlock Associates, Los Altos, California.

Another type of community-based education project is carried out by the Salinas School District. Using a mobile van, the "English on Wheels" program is aimed at improving the language development and communication problems of illiterate Mexican-Americans in the Salinas Valley. Salinas has a resident population of 23,000 Mexican-Americans of whom about 45% are illiterate or semi-literate. Their community involvement is hampered by the lack of language skills. The Salinas project provides English language training but more importantly stresses self-help tactics. The mobile van takes staff members into Mexican-American neighborhoods where training in how to negotiate with local agencies and bureaucracies is provided. Local agency personnel are involved in the project including people from the Welfare Office, Immigration, Neighborhood Youth Corps, Traffic Court, the County Employment Development Department, the Farm Labor Commission, the County Hospital, Social Security and Medicare, etc. This program is much more than an English language training program and is aimed at the community development of a large ethnic minority population.

Community-based education programs vary greatly with the particular community, its ethnic composition, socio-economic status, needs, and levels of citizen participation. Projects vary according to the kind of individual or groups initiating them.

The California Regional Center for Community Education, directed by Dr. Anthony Carillo of the School of Education at San Jose State University, has been active in promoting community-based education. This center is funded by the Mott Foundation and has been another source of initiative for the concept of local community development using the resources of the local schools. This center has auxiliary centers in the San Diego County Department of Education and the California State Universities at Los Angeles and Sacramento.

Information provided by Peter Ellis of the San Jose Regional Center and by Walter Serum of the State Department of Education indicates that 87 schools are currently operating community-based education programs in which there is an identifiable community development staff person salaried at least in part by the local district; 32 local school districts are involved. There are, in addition, other local projects about which it is difficult to obtain central information. Local control of these programs is a key factor and although the decentralization of programs makes information gathering difficult, local initiative and community control of programs is deemed the only way to insure that community-based

education programs will not suffer from the bureaucratic complexities that they are designed to alleviate.

Comment and Summary

Most of the program categories defining postsecondary alternatives are standard fare in Adult Education. Off-campus instruction is typical. No statewide data exists which catalogues the number and types of sites at which Adult Education takes place. However, Abram Friedman, Associate Superintendent of Career and Continuing Education for the Los Angeles Unified School District, reports that 650 different Adult Education sites are utilized in addition to Los Angeles' 29 adult schools, 5 ROC's,and 4 CETA Skills Centers. These sites may be churches, business firms, state agency buildings, hospitals, factories, retirement communities, etc. This dispersal of educational services is neither recent nor unusual. A figure of 600 additional sites was reported by the Los Angeles District in 1970*.

Part-time programs, both on and off-campus have also been the norm. However, Adult Education is increasingly becoming involved in full-time day programs as demand increases. Adult Education is generally characterized by flexible scheduling, including lectures and forums, short course training programs, day and evening, daily or weekly class meetings, and Saturday operation.

The concept of cooperative education is well-established in Adult Education and receives support in the State Plan for Vocational Education. More generally, requests from local business, industry, and government agencies to provide continuing education and skills training are welcomed since these requests usually mean a guarantee of sufficient numbers of students to run classes and an increase in A.D.A. apportionments.

The community service orientation of Adult Education is built into its financial structure. Since Adult Education is noncomplusory, the provision of state funds is based on enrollments and local taxes for support of education must be justified to voters. Courses which are ill-attended (i.e., are "irrelevant" to local residents) quickly cease to exist.

---

*Advisory Committee on Adult Education, Task Force Report on Students, State Department of Education, 1970.

The philosophy that Adult Education should be geared to public demand is basic to the segment. However, local communities vary in their interest and involvement in education. Adult Education administrators, unless they are exceptionally enterprising, tend to give the community what it wants because this policy is financially sound. On the other hand, communities tend to demand what they are accustomed to getting. For this reason, the concept of community-based education, which attempts to combine community development with formal educational services, deserves further attention.

In compensatory education, Adult Education has a major role to play. The 1970 census finds that 4 million of California's 11 million adults over the age of 25 have not completed high school. This means that secondary level preparation and equivalency testing in the Adult Education segment is essential for expanding access to higher education degree programs. Although it is unrealistic to assume that all California adults are willing to work toward a baccalaureate degree or even wish for one, there are people with gaps in their educational background who can avail themselves of opportunities in the Adult Education segment.*

Individualized instruction in Adult Education appears to follow a pattern which is similar to the secondary schools. Programmed instruction, auto-tutorials, and media assisted learning (chiefly tape-cassettes with some video) have limited use for academic preparation. Competency-based evaluation appears to be useful for basic skills and vocational programs. The learning resource labs at the Los Angeles ROC's are examples of an integration of diagnostic testing, academic advising, individualized instruction and self-paced learning. However, there is no information as to how extensively these methods are employed on a statewide basis.

Consortia is a "higher education" term that is not used within the Adult Education segment, however, regional cooperation

---

*A national survey in 1972 found that although 77% of the 18-60 years old people sampled were interested in further education, only 17% of these were interested in degrees. (Carp, Peterson and Roelfs in Planning Non-Traditional Programs, San Francisco; Jossey-Bass, 1974)

supports ROC/ROP's. Across-segment ties, or the lack of them, are chiefly with the community colleges with whom Adult Education shares both clientele and geographic areas.

A Joint Committee comprised of members of the State Board of Education and the Community College Board of Governors administers vocational programs. A Joint Staff Council, made up of staff members from the offices of the State Director of Vocational Education and the Community College Assistant Chancellor for Vocational Education, assists the Joint Committee and maintains a subcommittee on working relations.

Legislation in 1972 (SB 94) created Area Adult Continuing Education Coordinating Councils. These Councils operate in addition to Area Vocational Planning Committees. The purpose of an Area Adult Coordinating Council is to determine, with the concurrance of local school and community college district boards, which entity in the area can best provide requested educational programs chiefly in order to avoid wasteful duplication of services and unproductive competition for students.* In June of 1974, there were 95 such Area Adult Coordinating Councils. Their effectiveness is currently under formal and informal review in both segments.

The sheer numbers of people served by the Adult Education segment (over 1.2 million) indicate that it is an important contributor of alternative postsecondary educational services. The participation rates of low-income people, ethnic minorities, and women are high.

In view of the fact that about 35% of the adult population of California is academically underprepared for college entry, the Adult Education segment, along with the Community Colleges, provides an important educational stepping stone.

However, not all adults, or younger people either, are psychologically prepared or motivated to involve themselves in college degree seeking. For many, immediate earning power has a much higher priority. Vocational courses and the local community orientation of the adult school may be more attractive than "white-collar academia." The Regional Occupational Centers and Programs appear to be one promising way to meet these kinds of needs.

In addition, community-based education shows some promise as an idea for raising the educational aspirations and involvement of individuals and local communities. A network

---

*See Section 45000, California Education Code.

of community-based centers, using public school facilities and encouraged by the State Department of Education, could produce continuous information about local educational needs and other community needs and, in turn, disseminate needed information to local residents about the various educational alternatives that are available locally, regionally, and statewide.

II. PRIVATE SPECIALTY SCHOOLS

Private specialty schools provide educational resources primarily in the area of vocational education for young job seekers. These schools may be organized as sole proprietorships, partnerships, or corporations. The habit of referring to all specialized, profit-seeking schools as "proprietary" schools ignores the finding of a study in the State of Illinois* that, nationally, 85% of private specialty schools are corporations. They may be closed corporations in which one or more owners are controlling stockholders, or they may be subsidiaries of larger corporations. Bell and Howell, Minneapolis Honeywell, ITT, Control Data and others have interests in the "proprietary" schools industry. The school corporation may even be classed as a nonprofit entity.

Information on the number of private specialty schools and their enrollments is hard to come by for several reasons:

- There has, until recently, been little official interest in them.
- Since profit-seeking schools are competitive and entrepreneurial, there is little incentive for sharing information.
- No single agency exists which gathers data.
- Definitions, categories and criteria for classifying schools and their activities are completely ad hoc and inconsistent.

Attempts to formally survey private specialty schools seem to fail. In 1972, the Carnegie Commission abandoned a national study because questionnaire returns amounted to only 20%. Similarly, Horace Crandall of the California Postsecondary Commission has abandoned a survey. Another attempt is currently underway by the Council for Private

---

*Katz, H.H. A State of the Art Study on the Independent Private School Industry in the State of Illinois. State of Illinois Advisory Council on Vocational Education, May, 1973.

Postsecondary Educational Institutions* under the auspices of the State Superintendent of Public Instruction.

Number of Schools

The best available statewide information was collected in 1972 by Dr. Tom Bogetich of the California Advisory Council on Vocational Education and Technical Training. The survey started with a list of schools from the Bureau of School Approvals, a unit of the State Department of Education which has legal responsibility for granting approval of courses for veterans under Title 38 of the United States Code and for courses under Division 21 of the California Education Code. The Bureau's list was not comprehensive and so additional schools were identified by going through the yellow pages of telephone directories and classified advertisements in newspapers. More schools were added to the list by private school administrators themselves**.

From these sources 1788 schools, including correspondence schools, were identified. This figure contrasts with the 1560 schools identified by the California Postsecondary Commission based on Bureau of School Approvals lists.

Harold Forsea, of the Bureau, estimates that there are probably about 1700 organizations in California of a private proprietary nature. The number of students enrolled is unknown. However, Cleve Cunningham, who is Executive Secretary of the California Association for Private Education, a voluntary organization of private specialty school owners, feels that this figure is too inclusive to be representative. Of these estimated 1700 schools, Cunningham states that approximately 150 are income tax schools, 250 are flight training, 200 more are small charm schools, reading dynamics, driver training, or other non-work force related schools. These kinds of operations, while legitimate, are of limited significance for educational planning. Cunningham says that

---

*This advisory council is authorized under section 29005 of the California Education Code. Half of the members are administrative heads of private specialty schools. The other half are representatives of the public appointed by the State Board of Education.

** Bogetich, Thomas. Report of a Survey of Private Vocational Training Schools, California Advisory Council on Vocational Education, Sacramento, California, 1972.

of the remaining vocational training schools another 250 are small proprietary operations--the so-called "Mom and Pop" schools--with little financial or educational stability.

The core of the private specialty school segment, according to Cunningham, is comprised of approximately 750 schools run by about 600 different owners. These are the schools which are more likely to be adequately administered, financially sound, permanently located, and able to demonstrate a good record of job placement for their students. Ernest Baumeister, the private specialty schools' representative on the California Postsecondary Education Commission, agrees that this figure, although informally arrived at, is the best available.

Geographic Distribution and Enrollment

The only available information on the geographic distribution of private specialty schools comes from the 1972 survey by the California Advisory Council on Vocational Education. Based on a 54% response rate, or 959 schools, 24 of California's 58 counties had at least 5 private specialty schools. Predictably, concentrations are highest in urban areas. Enrollment in these 959 schools was listed in 1971-72 as 194,602 students. Cleve Cunningham estimates the over-all student enrollment for the segment at about 250,000.

Types of Schools

A typology of private specialty schools is derived from the major national accrediting bodies: 1) business, accredited by the Association of Independent Colleges and Schools; 2) trade and technical, accredited by the National Association of Trade and Technical Schools; 3) cosmetology, accredited by the Cosmetology Accreditation Commission*; and 4) correspondence, accredited by the National Home Study Council.

There are numerous other accrediting bodies recognized by the United States Office of Education, for example, the

---

*In California, cosmetology schools are also licensed by the State Board of Cosmetology in the Bureau of Consumer Affairs.

National Association for Practical Nurse Education and Service, the Society of American Foresters, and the Accrediting Bureau for Medical Laboratory Schools. The Education Directory for 1974* lists 20 accrediting bodies that are applicable to private specialty schools.

The State Department of Education's Bureau of School Approvals is not a recognized accrediting agency. Its principal document, Courses Offered by California Schools (1973), categorizes schools according to the section of the California Education Code (Division 21) which applies to their legal status. Subsequent revisions of the code have made these categorizations out-of-date.

Number Accredited

Paul Lindsey, Director of the Occupational Education Training Grants Program of the State Scholarship and Loan Commission, works only with accredited private and public schools. He estimates that about 400 of California's private specialty schools are accredited by some recognized body. This figure means that 60-80% of the private specialty schools are non-accredited. However, accreditation is a "higher education" concept and an owner's inclination to invest financially in the process varies according to his or her interpretation of the business advantages**.

With the passage of the Higher Education Amendments Act of 1972, student assistance funds are available to students seeking education in private specialty schools, provided that the school is accredited by an agency approved by the United States Office of Education. Although there is no evidence, this policy change may act as a financial incentive to private specialty schools to seek accreditation. Unfortunately, a small school operating on tuition income from students with government assistance can find itself out-of-business overnight if, and when, government policies and funding levels change. In general, incentives to participate in accreditation procedures have been lacking in the private specialty school segment.

---

*United States Office of Education.

**One private specialty school owner reported that the association which accredits his schools required a $1500 membership fee for each branch location. This was not a worthwhile investment in his opinion.

Student Characteristics

There is even less information on the characteristics of students who seek private specialty school education than there is on enrollments. A national study by Wellford Wilms* finds that the private specialty schools tend to have more low-income ethnic minority students than public schools. It is not known whether this pattern holds true in California. For example, Paul Lindsey** finds that in California, ethnic minority students who are Occupational Education Training Grants winners are less likely to go to private schools than to public schools. Furthermore, the average family income level of OETG students in the private specialty schools is $9,250 compared to $5,555 for the public community colleges. However, Lindsey's findings are based on a small, highly selected sample of students (N=977) and a sample of only 66 private specialty schools.***

Costs to Students

Average costs to students in private specialty schools are highly variable depending on the length of the program, the nature of the special equipment or teacher qualifications required and the general demand in the market for the particular program and its graduates. The only aggregated information which was available to this study comes from the Occupational Training Grants Program.**** Grants to students are based on the estimated average costs of attendance at the individual schools. In 1974-75, the average OETG award made to students going to private specialty schools was $1915 as compared with $437 for students going to public

---

*Wilms, Wellford A. Public and Proprietary School Training, Center for Research and Development in Higher Education, Berkeley, 1974.

**Occupational Education Training Grants Program Director.

***California State Scholarship and Loan Commission. An Evaluation of the Occupational Education and Training Program, 1973 and 1974.

****Ibid.

community colleges and $1372 for students at hospital schools.

Summary and Comment

There are an estimated 1700 private specialty schools in California. Of these, about 750 are engaged in the serious vocational training of approximately 200,000 students. When avocationally-oriented schools are included, enrollments for the segment are probably about double this figure.

In general, the strongest contribution of private specialty schools is curricular flexibility which comes from lean administration and freedom from bureaucratic regulation. Their survival depends on the extent to which they are attuned to both the job market and the student market.

The 1972 survey conducted by Dr. Tom Bogatich of the California Advisory Council on Vocational Education* concluded that private specialty schools perform about as well as public schools in similar vocational subjects. This opinion is born out by Wilms** and, informally, by Lindsey who is impressed with the performance of private specialty schools.

With respect to the categories of interest to this project, off-campus instruction is a meaningless concept in this segment. Branch locations are registered as separate schools.

Scheduling variations and the extent of part-time study are impossible to assess because of variations in individual schools and in the nature of the course of study. Similarly, there is no information on the extent of cooperative education arrangements, although individual schools can be found which specialize in both these categories.

Private specialty schools conduct no community services operations as such. However, certain schools participate in the community development programs funded by the Comprehensive Employment Training Act of 1973 (CETA) and have done so previously under the provisions of the Manpower Development and Training Act (MDTA). An example is Polly Priest Business College in Oakland. Under the CETA provisions, unemployed and needy individuals are located through the local Employ-

---

*Op cit.

**Op cit.

ment Development Office, they are funded by CETA for job-related training, and then referred to various contracted schools which can meet their training needs. The performance of the school is evaluated according to the number of students it is able to train for successful job entry.

Compensatory education almost automatically becomes a part of private specialty school vocational training when the client group includes hard-core unemployed. No information is available on the extent to which these schools are involved in providing basic academic skills in addition to job-training. Polly Priest Business College, whose student population is predominantly low-income ethnic minority, offers an Adult Basic Education Tutorial Program. This is programmed instruction with audio-visual materials in third to eleventh grade reading, spelling, grammar and arithmetic. The purpose of the program is to bring the student to high school equivalency as determined by the General Educational Development (GED) Examination or, in cases where this is not possible for the student, to achieve enough basic skills to guarantee job entry.

Such programs are not the general rule, according to Ernest Baumeister and Paul Lindsey. Since the success of the private specialty school is measured by the number of students placed in jobs, the "high risk" student is less likely to be encouraged to enroll.

Since job-entry is the principle means for evaluating both school and student performance, the kind of individualized instruction one finds in the private specialty school is competency-based and skills oriented. Special attention in a small group setting is one of the things which the private schools can offer in competition with the public segments.

Consortia and other forms of inter-institutional cooperation are rare in a segment based on competitive business practices. Legal provisions exist which permit community colleges to contract with private specialty schools for instructional services. However, these contractual arrangements are mainly limited to cosmetology programs.

III. COMMUNITY COLLEGES

California's 70 community college districts, each with its own governing board, operate 98 active campuses.* A district map showing the location of the campuses is included as Figure 1, Appendix B.

The community colleges pursue an open admissions policy which means basically that anyone is eligible for attendance. High school completion is not necessary for people over the age of 18. Title 5 of the California Administrative Code provides that there be no instructional fees or tuition charges for students living within a particular community college district; however,small fees may be required for parking, health services and the like.

Enrollment

In the fall of 1974, the community colleges reported the enrollment of 1,135,776 people. This figure includes both credit and non-credit seeking students, but does not include the unknown numbers of people who participate in instructional activities that are funded by the local districts using the special community service tax.** San Mateo Community College, for example, had approximately 8000 people enrolled in community services short courses of various kinds during 1973-74. Other campuses operate similar locally funded programs. These enrollments in short courses, lecture series, conferences and workshops are local enrollments and are not included in statewide figures.

The State Department of Finance, in its annual enrollment publication*** includes only enrollments in "graded" classes, i.e., classes leading to a degree or vocational certificate. This tends to underestimate community college enrollments because practices for distinguishing between graded and non-graded enrollees are not consistent from district to district. For example, a study by the Coordinating Council for Higher

---

*Two more campuses will have students in the summer of 1975.

**See sections 58210-58217 of the California Education Code.

***Total and Full Time Enrollment in California Institutions of Higher Education, Fall 1973.

Education* found that two large community colleges in their sample defined all late afternoon and evening classes as non-graded classes for adults. Many students enrolled in these evening classes were earning credit but were officially reported as non-credit (non-graded) enrollments.

Because community college enrollment reporting categories are linked to historical conventions which may not reflect current practices and there are inconsistencies even within these existing categories, analysis of student enrollment patterns cannot be very exact.

However, it is clear that the majority of community college students are part-time, i.e., taking less than 12 hours of weekly course work. In the fall of 1974, 67% of the total number of students were part-time. In 1960, the percentage of part-time students was 64, indicating that although the percentage has increased, part-time students have long dominated the community college scene. Nearly half of all the students attend in the late afternoon and evening.

The California Postsecondary Education Commission's staff analysis of enrollments based on annual HEGIS data** indicates that the percentage of women in community colleges increased from 45 in fall 1973 to 47 in fall 1974. The increase was primarily in part-time students. However, these figures do not include the non-graded enrollment category. The Commission estimates that when non-graded enrollments are included, the ratio of men to women in the community colleges is about equal.

---

*Through the Open Door, A Study of Persistence and Performance in California's Community Colleges, Report No. 1: "Sources and Selected Characteristics of Students," California Coordinating Council for Higher Education, June 1973.

**Higher Education General Information Survey. National Center for Educational Statistics, Washington, D.C.

The Population Research Unit of the Department of Finance reports the age distribution of community college students for 1973-74 as follows:

Under 19	25%
20 - 24	25%
25 - 29	16%
30 - 34	11%
Over 35	23%

In the aforementioned CCHE study,* using 1972 enrollment figures, the over-25 age group accounted for 39% of the graded (credit) enrollment and 69% of the non-graded (non-credit) enrollment.

The community college Racial and Ethnic Survey, Fall 1973 indicates the following statewide percentages of students by minority classification:

Student Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Full-time	27.2	1.0	4.7	9.0	10.1	2.4
Total	24.5	.9	3.6	8.4	9.4	2.2
Vocational Education	25.2	1.0	3.2	9.6	8.9	2.5

The CCHE found that, in their study sample of 32,000 students enrolled in fall of 1972, minority students did not differ significantly from other sample students with respect to age or sex distribution. Furthermore, the study found that minority students do not differ significantly from other students in their rates of persistence after one year.**

*Op. cit.

**Through the Open Door, Report No. 1: "Sources and Selected Characteristics of Students," June 1973; and Report No. 3: "The Other Side of Persistence," February, 1974.

Relevant Programs

Section 22651 of the California Education Code, describing the functions of the various segments, reads as follows:

> Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree. Their program may include but shall not be limited to: standard collegiate courses for transfer to other institutions; vocational and technical fields leading to employment; general or liberal arts courses; and community services.

The following special categories of programs in the community colleges will be described in more detail:

1) off-campus instruction;
2) external degrees;
3) occupational (vocational) education, including cooperative education;
4) classes for adults;
5) community services;
6) consortia; and
7) extended access programs.

Off-campus Instruction

Off-campus instruction has been a feature of the community colleges since their inception. Like the Adult Education segment, with which the community colleges have historical ties affecting their funding patterns and data categories, community colleges are "without walls." An excerpt from the 1952 catalogue of East Los Angeles Junior College bears this out:

> The following is a complete listing of all branch

locations at East Los Angeles Junior College: Los Angeles County Civil Service Building, Los Angeles County Forestry Building, Los Angeles County General Hospital, Los Angeles City Hall, Los Angeles Department of Water and Power (Main Office, Washington Building, and Wright and Callender Building), Los Angeles Central Police Station, Los Angeles Traffic Headquarters Building, Collector of Internal Revenue, California Teachers' Association, California Hospital, Good Samaritan Hospital, State Highway Department, Chelf Army Air Force Specialized Depot, Methodist Hospital, Huntington Park High School, Roosevelt High School, Garfield High School, Los Angeles City Board of Education (Central Office and Business Office), Southern California Gas Company, Pacific Telephone and Telegraph Company.*

The most recent systematic information on the current range of off-campus instruction was reported by the Coordinating Council for Higher Education.* This survey is based on fall 1972 data.

The Council found that only 9 campuses reported that they did not provide any off-campus instruction. A total of 1,363 sites were reported, although this number was not evenly dispersed through the various districts. Five community colleges accounted for 41% of all the locations. Each of these campuses, the Council found, was characterized by extensive adult education activity. The Council report notes that the presence or absence of off-campus sites may be attributable, in part, to the particular area agreements between community college districts and local achool districts operating adult education programs. Since decentralized, community-oriented education for adults is characteristic of both segments, off-campus sites are likely to be maintained by both or either segment.

The more than 1300 off-campus community college sites generated about 7.3% of the total statewide A.D.A. in the 1972 fall term. The number of students enrolled was slightly more than 190,000 of which approximately 50% took courses for credit. Ninety-eight percent of the students were part-time.

---

*Source: School Publication No. 542, Vol VIII, No. 1, Los Angeles City Schools.

**Postsecondary Educational Services at Off-Campus Locations, Report No. 1: "A Survey of Community Colleges." CCHE Report 74-3, January, 1974.

The type of facilities used was reported as follows:

Public school	528
Recreational	133
Commercial	125
Religious	115
Medical	108
Public/governmental	79
Military	40
Correctional/rehabilitation	34
Fire department	25
Police department	24
Higher education	16
Other	124
Total	1,351

About 54% of the locations were situated within 6 miles of the parent campus; 23% were between 7-12 miles; 17% between 13-39 miles; and 6% beyond 40 miles.

Despite the difficulties of data-gathering, which the Council describes as a reminder that the survey results should be considered tentative, the Council concludes that off-campus instruction in the community colleges is extensive and indicative of a developing trend. Since over half of the reported sites were new in 1972, it is probable that, at present, the number is greatly increased,

External Degree/Certificate Programs

The Council report, discussed above, reports that, in 1972, a total of 201 different degree or certificate programs offered some course work at 61 different off-campus locations throughout the state. No further details were recorded in that particular report. However, a prior survey conducted by the Council* confined itself to external degrees as opposed to off-campus instruction. The Council specified that at least 50% of the units (courses) required for the degree or certificate had to be available at the off-campus sites in order for the program to qualify as an "external degree." This survey, also utilizing 1971-72 data, is the most complete information available on external degrees in the community colleges.

*A Preliminary Study of External Degree Programs in California. CCHE, Report No. 73-5, June 1973.

At that time, 14 community colleges reported 26 different programs at 38 locations. Seventeen of these 26 programs are A.A. degree programs. The remainder are vocational certificate programs. A map of locations during 1972 is included as Figure 2, Appendix B.

Spring registration data for 1972, from the 85 reporting community colleges indicated a total of 8,687 enrolled in 16 of the 17 degree programs and 5,031 registrations in external certificate programs. Registrations ranged from 96 to 1,136 students in the degree programs and from 30 to 4,163 in the certificate programs.

Limited information was obtained regarding student characteristics, however, the Council reported that the community colleges generally are serving employed adult students in the external programs. The report states that the curriculum of the external degree programs is, in most cases, a replication of an on-campus program.

Off-campus locations cluster around metropolitan or suburban areas and, in 13 of the 26 programs, are related to a cooperating agency or business from which the students are drawn.

The community college open-admissions, no fee policy applies to external degree programs, except that in cases where an organization contracts with the college for instructional services special admissions criteria or fees can be imposed. Since state apportionment funds are not involved in these cases, contractual arrangements between the college and an organization can pass some costs along to the student. The Council survey found that in all cases the costs to the student were minimal, the highest being a fee of $5 per unit. In 16 of the 26 cases, there were no costs to the student at all.

Only 14 of the 26 programs provided for the total number of required degree or certificate credits to be earned in external instruction. Eleven programs provided for credit by examination.

Both informal evidence and the Council's surveys suggest that the number of external degree and certificate programs in the community colleges has increased since 1972 both in variety and numbers.

A survey of each of the 98 campuses will be required in order to obtain any reliable information. Before that, definitions and categories must be established because the two Council preliminary studies indicate that there is little common agreement on what is or is not an "external degree."

Occupational Education*

Occupational education in the community colleges is carried out in line with the provisions of the California State Plan for Vocational Education (1973). This plan, mandated by the federal Vocational Education Act, as amended in 1968, represents an agreement between the United States Commissioner of Education and the State Board of Education. The planning and implementation of vocational, or occupational, educational programs in the community colleges attempts to integrate vocational education planning in secondary schools, adult schools, regional occupational centers, Comprehensive Employment Training Act (CETA) Skills Centers, state colleges and universities, and, to the extent possible, the private segments. The California Advisory Council for Vocational Education, the Joint Committee on Vocational Education, the Joint Staff Council, along with Area Vocational Education Planning Committees, numerous administrators, and other planning groups are all involved.

This ambitious attempt at intersegmental master planning understandably presents its own particular problems which are beyond the scope of this report. However, the point is that community college vocational education, both for adults and for younger students, is an integral part of the State Plan.

Vocational enrollments in California for 1973-74 indicate over 1.4 million people are involved in vocational education programs across the segments in secondary, postsecondary, and adult categories. The Community Colleges' Assistant Chancellor for Occupational Education records an official 1973-74 enrollment figure of 632,338 in various occupational programs. This figure is about 46% of the state's overall vocational educational enrollment and about 65% of the total community college enrollment.

Information on the age distribution in occupational programs state-wide was not available. However, the Assistant Chancellor's office records 222,737 "defined adults" (over 21 and taking less than 10 units) in occupational programs. This figure, more than a third of the occupational enrollments, does not include full-time adults in the same programs.

Enrollments in community college occupational education

---

*Vocational education is called occupational education in the community colleges.

are recorded in ten different job areas. The areas include both job-entry level training and continuing education for employed adults. A breakdown of the enrollments is as follows:

	1973-74	%
Agriculture	19,326	3
Distributive Education	72,448	11
Health Occupations	43,318	7
Home Economics	23,869	4
Consumer & Homemaking	30,056	5
Office Occupations	175,937	28
Technical Education	67,591	11
Trade & Industrial	187,518	29
Work Experience	12,275	2
Total	632,338	100%

Of these enrollments, 61,200 were in programs especially designed for disadvantaged, as defined by the Vocational Education Act, and 51,058 were in cooperative education programs.

Cooperative education is defined under Part B of the Vocational Education Act. However, "work-experience education" is a phrase that has a similar meaning. Sections 55250-55257 of the California Education Code make provision for several types of work-experience, or cooperative education programs, in the community colleges. Enrollment reporting procedures in these categories tend to be inconsistent due largely to the variety of definitions that surround "cooperative education" and "work experience."* Enrollments in cooperative programs are frequently not separated out from enrollments in the various specific curricular areas. As a result, precise statewide enrollments in cooperative education programs are not known.

However, Gerald Cresci, Dean of Occupational Program Planning in the Chancellor's Office, estimates that about 100,000 students are enrolled in some form of integrated earning-learning occupational program. This figure seems consistent with estimates by the California Advisory Council on Vocational Education.** This figure means that about 10% of the

---

*A study of community college cooperative education in relation to state and federal legislation and definitions is currently being conducted as a University of California dissertation by Edna Froehlich, Coordinator of Occupational and Cooperative Education at College of Alameda. This study should be available by December, 1975.

**Fifth Annual Report, 1973-74

community college enrollment was involved in cooperative education arrangements in 1972-73.

The concept of cooperative education is an old one in the California community colleges. Riverside Community College was the first in the nation to institute cooperative education with programs in nursing, library science, architecture, and engineering way back in 1922. College of Marin started in 1928 to develop programs with banks, a steamship company, and the railroad.*

Robert Bennett of the San Mateo Community College District Office directed a federally assisted cooperative education consortium involving five community colleges. A total of 3,200 local business, industry and community agencies employed 4,772 students during 1972-73. The income earned by these students was in excess of $16 million. Thus, the cooperative program in the colleges provided more student assistance than any other resource.

Currently, 92 community colleges have some form of cooperative education.

In general, occupational programs of far greater diversity than can be described are provided by the community colleges. These programs are offered in both the day and evening, and include both full-time and part-time students in all age ranges. Many involve paid work-experience and cooperative arrangements of some kind.

Vocational courses comprised 32% of the 2,045 courses offered during 1972 in the off-campus sites identified by the California Coordinating Council for Higher Education survey.**

Some community college programs are purely job-skills training with little or no academic component; they may grant a vocational certificate upon completion. Others are occupational programs leading to an A.A. degree and integrated into a higher degree sequence. The Instructional Associate (teacher aide) curriculum, the A.A. curriculum in Governmental Management and the A.A. curriculum in Social Services are examples of the latter. The majority of community college occupational

---

*Heerman, Barry. Cooperative Education in Community Colleges, San Francisco: Jossey-Bass, 1973.

**A Survey of California Community Colleges, Council Report 74-3, op, cit.

programs fall somewhere in between short-course job-skills training and academic transfer programs. Most programs mix some vocational with some academic work, thus making the distinction between occupational and academic enrollments hard to draw.

Classes for Adults

In the community colleges, adult students may be enrolled on full-time or part-time basis in academic degree programs of either a terminal or a transfer nature. They may also be enrolled on a full-time or a part-time basis in occupational programs. Occupational and academic course work especially for adults is provided in what is known as "evening college," i.e., "graded" or credit classes offered after 4:30 p.m. In 1974, 43% of community college students were enrolled in late afternoon and evening classes for which credit toward a degree or certificate is granted. Of this number, 31% were "defined adults."

In addition, non-graded (non-credit) classes for adults, of a type similiar to those traditionally offered in secondary school adult education, account for another 16% of the total enrollments. However, as was described earlier, the distinction in community college enrollment reporting between a "graded" student and a "non-graded" student is not clear-cut.

These non-graded classes, which may be offered either in the day or the evening, are approved in the Chancellor's Office, on a class-by-class basis, and receive state apportionment funds. However, the A.D.A. funding for "defined adults" is less than for "other than defined adults" or for full-time adult students. The category of "defined adult" is increasingly becoming outmoded. Charles McIntyre, Director of Analytical Studies in the Chancellor's Office, reports that the traditional organization of the community colleges into dual comprehensive programs--one, a full-time, day, credit program for recent high school graduates; the other, a part-time, evening, largely non-credit program for adults--is breaking down. Adult students are increasingly interested in degree, certificate and transfer programs and attend the same classes as younger students. On the other hand, more students in the 18-21 year old age bracket are attending part-time and in the evening.

Since provisions for adult students in the community colleges

are diffused throughout several different categories of offerings--regular day courses, evening courses, non-graded day or evening courses, and, as will be subsequently discussed, community service courses--the range and content of services for adult students cannot be effectively separated from the on-going and traditional functions of the community colleges.*

All together, there were 534,418 "defined adult" enrollments recorded in the Fall of 1974. This figure is 49% of the total community college enrollment.

Community Services

An important fact about the community colleges is that 55% of the segment's budget comes from local revenues at the district level. Local accountability, based on the utilization of locally generated funds, is a major factor for insuring that community colleges preserve a true local orientation.

Community Services, funded from a special purpose tax levy, is a basic part of community college operations.** The use to which these local tax funds are put varies widely from district to district and from campus to campus. The only formal information which the Chancellor's Office is able to provide, since these programs utilize no state funding, is that only 6 districts in California do not levy the special community services tax; 44 districts levy the full amount (5¢ per $100 of assessed property value); the remaining districts levy some portion of the allowed amount.

A study by Timothy Welch,*** which is based on survey data collected in 1971-72, is the best overall information on

---

*The general provisions for community college continuing education for adults are described in sections 58000-58001 and sections 58100-58192 of Title 5, California Administrative Code.

**See sections 58210-58217, Title 5, California Administrative Code.

***Program and Budget Characteristics of "Pacesetter" Community Services Programs in California Community Colleges. Unpublished Ph.D. dissertation, School of Education, University of California, Berkeley, December 1973.

community college community services. Welch found that community services programs in the community colleges generated about 16.7 million contact hours in various kinds of activities including educational services, cultural services, recreational services, and community utilization of campus facilities. It is possible to derive an approximate headcount enrollment from this figure. An annual FTE (full-time equivalent) figure can be generated in a manner similar to that used by the University of California Extension. One annual FTE is equal to 450 contact hours. On this basis, community college community services programs produce over 37,000 FTE, or about twice the annual figure for University Extension. Assuming that one annual Extension/community services FTE includes about 15 separate enrollees, the estimated number of people enrolled in community services programs is about 560,000. However, not all of these enrollments are in instructional programs.

Welch found that it is large campuses (over 10,000 full-time enrollees) in suburban settings which are most likely to maintain comprehensive, highly diverse community services programs which grow directly out of community demand. As a result, these campuses are functioning as important "civic centers" or community-centered colleges in their areas.

Welch found that the "concert and lecture series approach" to community services is diminishing and the development of non-credit instructional programs is increasing. This trend, visible in 1971-72 at the time of Welch's study, has become more marked. Reports from the participants in the April, 1975, conference of the California Community Colleges Community Services Association indicate that the concept of community services now emphasizes "outreach" programs of various kinds; community development projects; short vocational or continuing education courses; and any kind of activity which requires flexibility, a local client-centered orientation and freedom from statewide bureaucracy. Freedom from statewide regulations means that programs have minimal start-up time. They are of a temporary nature, meaning that they can be just as quickly discarded when demand ceases. Furthermore, programs can be utilized as experimental ventures serving a valuable campus research and development function in assessing community interests and needs.

Some of the most interesting and innovative programs in the community colleges are developed under the rubric of community services and funded locally. An example is College of Marin's Emeritus College which is designed for senior citizens. Local autonomy facilitates the hiring of noncredentialed retired

people with expertise to teach other retired persons. It makes it possible to design a program for the participants in which their needs and interests predominate.

In the urban East Bay-Oakland area, Merritt College specializes in community development programs in which ethnic minorities play an active role. College of San Mateo, with a local population which includes a high percentage of professionals, operates extensive continuing education short course programs enrolling about 8000 persons a year. Some of the other campuses with large comprehensive community services operations are Los Angeles Pierce, Foothill, El Camino, West Valley, and Monterey.

A survey, on a campus by campus basis, is currently being conducted by the California Community College Community Services Association in cooperation with the Chancellor's Office. The report of this survey, which is scheduled for November, 1975, will hopefully provide more systematic evidence of the extent to which community services programs contribute to expanded access and community responsiveness in the community colleges.

Extended Access Programs

Disadvantaged. Since the passage of SB 164 (Alquist) in 1968, the community colleges have been specifically charged and funded to provide financial aid and additional educational services for disadvantaged students with incomes of less than $5,000 per year.

In 1972-73, the community colleges identified 52,819 students who were eligible for special services of which 29,730, or 39% were actually served by Extended Opportunity Programs and Services (EOPS).

The State budget appropriation for community college EOPS in 1972-73 was $4.9 million. However, the bulk of EOPS money, an additional $17 million, came from the local districts.

Of the 20,000 students in EOPS, about 18% received only financial aid; the remainder received educational support services, and, in over half the cases, financial aid plus educational services.

Seventy-three percent were first-time community college students. Women comprised 49% of the recipients, and ethnic minorities about 75%. The breakdown by ethnic affiliation is as follows:

Spanish speaking	28%
Black	37%
Asian	6%
American Indian	3%
Caucasian	26%

The educational services include counseling, remedial and developmental instruction and peer tutoring. Don Richardson* reports that services depend on and utilize community college students in work study positions as peer counselors and tutors. Community colleges now offer courses designed for peer counselors which include techniques of counseling, cultural awareness, the problems of the disadvantaged, group dynamics and academic services and requirements. Successful students may volunteer and qualify as academic tutors.

Peer counselors make periodic recruiting visits to local high schools and community agencies or help staff community outreach centers of various kinds.**

Recently, mobile units have been used. The Los Angeles Community College District, with additional federal funding, has used the Mobile Advisement Center to provide educational counseling and guidance, diagnostic testing and needs assessment and off-campus registration at such sites as shopping centers, factories, schools and community agencies. Twenty-four community colleges participate in this enterprise in the Southern California area. Target populations are: senior citizens, the disabled and handicapped, unemployed and underemployed, prison inmates, female heads of households and Vietnam veterans.

Limited funding is the principal constraint in extending assistance to disadvantaged students. Furthermore, an important legal stipulation is that EOPS students must be enrolled on a full-time basis (more than 10 semester units, or between 3 and 4 classes per week). Ralph Matthews, Community College Dean of Student Affairs, points out that the maximum amount of money which a student is allowed under EOPS is $600 from

---

*Specialist, EOPS, Office of the Chancellor.

**These community outreach centers may be counted among the many off-campus instructional facilities, or they may be community services sponsored facilities.

grants and $600 from work study for a total of $1200 per academic year. Most students require additional income beyond this amount. Job pressures make successful full-time course work less likely, particularly for students who are educationally, as well as financially, disadvantaged.

Some additional programs for the disadvantaged are funded under the Vocational Education Act, Parts A, B, and F; however, these funds do not provide financial assistance directly to the students.

Women. The Chancellor's Office reports information on 15 active and 5 projected programs for re-entering women in community colleges. Major activities are in the Santa Clara Valley Consortium consisting of De Anza College, Gavilan College, West Valley, and San Jose City College. Some additional funding from the Vocational Education Act (Part F for Consumer-Homeworking Education) and from Title I of the Higher Education Amendments Act has seeded the consortia programs. They attempt to be comprehensive and include recruiting, counseling, child care, and job training such as a bilingual teacher-aide training program with paid work experience for women who have bicultural, bilingual competencies.

A survey of women's programs was conducted by Kathy Barry, Women's Advocate at Sacramento State University, under the auspices of the Joint Legislative Committee on Legal Equality. This survey received responses from 43 community colleges. Thirty-one report active programs although the comprehensiveness of the work "program" is not clear. Another 12 campuses report some additional services for women, but do not have a full-fledged program.

A Chancellor's Office survey of Early Childhood Departments on the campuses reveals that 7 colleges maintain on-campus child care centers, 27 have off-campus centers. Of these, 8 operate in the evening as well as day and 7 include infant care for children under the age of 2 1/2 years.

Handicapped. A survey by the Chancellor's Office indicates that ninety-three community colleges currently offer services and/or programs for 19,627 handicapped students. Of these students the majority (14,493) are those with mobility handicaps.

Fourteen campuses reported off-campus programs for handicapped in hospitals, rehabilitation centers and community centers during 1972-73. During the same year, 55 colleges employed an enabler whose role is to act as an advocate to direct assistance efforts on the campus for handicapped students.

Twelve regional educators from the colleges have been working as "trainers" on a volunteer basis under the guidance of an Education Professions Development Act project which ended July 1, 1974. The amount of activity and number of successful programs generated at colleges in each trainer's region appears to correlate with the amount of release time granted by the trainer's college of employment. This indicates that the volunteer system is no longer adequate.

At present, available Department of Rehabilitation funds are being under-utilized by community colleges because current state regulations regarding their use are based on assumptions about the handicapped that are appropriate at the K-12 level but not at the community college level. Legislation to correct these problems is expected and the community colleges have identified increased services for the disabled and handicapped as a high priority.

Senior Citizens. The community colleges were surveyed this year as part of a study conducted by the State Office of Aging. The study* finds that more than half of the community colleges offer at least one special course for older adults and waive any fees which are required. A few colleges have very comprehensive programs serving 1500-2000 older adults on a regular basis. These programs include such things as counseling, transportation, health services, recreational activities, nutrition and consumer advice, and retired persons volunteer placement in addition to classes.

Nine colleges report a foster grandparent training program or some other program for training the elderly. A good example is College of Marin's Emeritus College which hires the elderly to teach the elderly. Thirty-six colleges report having a citizens advisory committee to assist college personnel in the development of programs for older adults.

---

*California Higher Education Study on Aging - Community Colleges. Prepared by Jacqueline Ridley, Riverside City College. (Preliminary draft), February, 1975.

The following table shows the number of community colleges reporting certain kinds of activities for older adults:

Activity	Number of Colleges
Classes for the elderly	56
Reduced fee	52
Advisory group	36
Supportive activities (i.e., counseling, health services, etc.)	28
Needs Assessment or other research	20
Faculty committee	16
Training programs for senior students	9
Senior Day on Campus	18

In addition, 31 colleges reported having programs for training students of all ages to work with senior citizens. Six colleges offer occupational certificate or A.A. programs in gerontology-related fields. Thirty-one colleges have pre-retirement programs for their own staff and faculty.

A rapid increase in community college programs was documented on the basis of three independent surveys, the first in 1972. Assigned personnel have increased from 15 in 1972 to 99 in 1975; the number of colleges offering special programs has increased from 23 to 56.*

No information on the number of enrollments in the various programs was reported in the study.

The report concludes that the community colleges have done a creditable job so far in developing programs for senior citizens although a great deal more needs to be done.

Consortia

A 1973 survey by the Chancellor's Office received responses from 69 community colleges. These colleges were involved in 32 different consortia, some of which involve across-segment relationships. The following table lists the number of consortia by the nature of their concerns and indicates whether

---

*Ibid.

they are just community college consortia or involve institutions from other segments.

Type of Consortium	Number of Consortia	
	Just Community College	Inter-segmental
Program Planning	10	1
Health Manpower Needs	0	6
TV Instruction	5	1
Students Needs (Financial Aid, Counseling, Etc.)	4	1
Library Sharing	2	1
Research	1	0
Total	22	10

The community colleges also have ties with other segments through the Area Adult Continuing Education Councils, the Area Vocational Education Planning Committees, the Articulation Conference, and the Joint Transfer Credit Review Board (with the California State College and Universities).

The utilization of off-campus sites in the public schools and in other higher education facilities* is indirect evidence of intersegmental cooperation in the delivery of instruction.

Summary and Comment

The 98 community colleges are currently enrolling 1.3 million people in state-supported programs. In addition, the campuses are serving an estimated 560,000 people in various activities which are locally funded. The campuses charge no tuition and have no selective admissions requirements.

Part-time students comprise about 67% of the student population and half of all enrollments are in the late afternoon and evening. "Defined adults" (over 21 and taking less than 10 units) make up 49% of the students.

Off-campus instruction, which includes some A.A. degree and vocational certificate programs, has always been an aspect of community college operations. The most recent information,

---

*See page 40 of this report.

which is four years old, indicates that off-campus instruction accounted for 7.3% of the total community college A.D.A. Informal evidence suggests that this percentage is higher in 1975.

Cooperative education is a well-established concept. The best estimates are that approximately 100,000 students, or 10% of the total community college enrollments during 1972-73, were involved in one of the several types of integrated earning/learning programs.

Community education is basic to the whole approach of the segment. Less than half of the operating budget of the segment comes from state sources. Locally funded programs, such as those developed through use of the community services special tax, provide a variety of client and community-oriented programs about which there is an unfortunate lack of systematic information.

There were 22 community college consortia in 1972, and community colleges participated in 10 intersegmental consortia in addition to a variety of regional planning councils. The most pressing issue with regard to intersegmental cooperation appears to be the delineation of community college activities from those of secondary school Adult Education.

The open admissions policy of the segment requires the maintenance of special compensatory programs to provide financial and educational support services. Extended Opportunity Programs & Services (EOPS) served over 20,000 disadvantaged students of which approximately three-fourths are ethnic minorities. An additional 30,000 were identified as having need of services.

About 25% of the community college student population are members of ethnic-minority groups. Half of the campuses have some kind of special programs for women, nearly all have at least partial programs to assist the handicapped, and special programs for senior citizens are beginning to increase. Organized support for special programs for underserved groups is spotty and very much tied to the availability and accessibility of funds. However, the limited evidence available suggests that the community colleges have a more than adequate record of responsiveness to local groups with defined needs. The initiative of local administrators is an important factor in the variations which occur from campus to campus.

In conclusion, it can be said that almost any kind of program which can be imagined exists somewhere within the community

college segment. Since the 98 campuses are highly diversified, as they must be in order to be considered "community" colleges, statewide data is not a very effective basis from which to make an assessment of campus activities. The diversity, although an obstacle in statewide planning, is a principal strength of the segment in meeting needs expressed at the local community level.

IV. CALIFORNIA STATE UNIVERSITY AND COLLEGES

The California State University and College system is comprised of 19 campuses, a faculty body of approximately 16,000 and, in the fall of 1974, 291,542 matriculated students. A map showing campus locations is included as Figure 1, Appendix C.

All of the campuses are multi-purpose institutions, offering undergraduate and graduate level programs of professional education as well as liberal arts education. In 1973-74, CSUC awarded 48,018 undergraduate and 8,714 graduate degrees. These figures are approximately 56% and 37%, respectively, of the baccalaureate and masters' degrees awarded in the state as a whole.

Enrollment

The CSUC system offers over 130 "core" or basic undergraduate degree programs. The general distribution of student enrollments in various curricular categories is shown in Figure 2, Appendix C.

Seventy-seven percent of the CSUC students are enrolled in undergraduate programs. Women make up 45% of the student body, and ethnic minorities comprise about 25% of the undergraduate students. The ethnic breakdown at the undergraduate level is as follows:

American Indian	1.4%
Black	6.3
Mexican-American	5.8
Latin-American	1.0
Asian	7.2
Other non-white	.8
Other ethnic groups	2.5
Total	25.0%

Approximately 60,000 students are over 30, of which about half are undergraduates. The Chico, Humboldt, and San Luis Obispo campuses have the youngest full-time students in the system. This is partially due to the relatively high proportion of freshmen as opposed to transfer students who are admitted to these campuses. These 3 campuses, along with Sonoma and Stanislaus, are serving predominantly "traditional" college-age resident students. By contrast, the Dominguez Hills and Los Angeles campuses have the oldest students in the system. On the Los Angeles campus, part-time students outnumber full-time students. Over 90% of the students on

the 3 Los Angeles area campuses (Dominguez Hills, Los Angeles, and Northridge) come from within Los Angeles county. Long Beach and Fullerton also serve a high proportion of local part-time students.

Relevant Programs

Categories of CSUC activities that are of particular interest to this report will be described in more detail. They are:

1) part-time study
2) Continuing Education
3) External Degree Programs
4) The "1,000-mile Campus" Consortium and other intra-segmental consortia
5) community outreach
6) cooperative education
7) extended access programs
8) The Program for Innovation and Improvement of the Instructional Process

Part-time Study

In fall 1974, 28% of CSUC's undergraduate students were enrolled part-time. Information from 1973 indicates that about half of these part-time students are age 25 or older; about 14% are 35 or older.

All of the CSUC campuses have been operating in the evening for years. About 18% of the formally scheduled course offerings of the segment are scheduled after 5:00 p.m. Some urban campuses are keeping administrative and student services offices open after 5:00 p.m., particularly during registration weeks, so that students who attend exclusively in the evening can have access to the same services as day students.

A survey in 1973-74 by the Office of Academic Affairs in the Office of the Chancellor found that there are approximately 300 degree programs on the various campuses which can be completed, either partially or totally, through evening attendance. More than half are undergraduate programs. Education, Business, Public Administration and Health Sciences comprise the majority of these evening programs.

CSUC part-time degree programs tend to be concentrated at the urban campuses. The 6 Los Angeles area campuses and the

4 San Francisco-Bay Area campuses account for about three-quarters of the identified part-time degree programs.

However, the rural Imperial Valley Campus in Calexico, a division of San Diego State University, operates a "week-end college" in which students can earn up to 12 credit units each semester through attendance between Friday evening and Sunday. Weekday scheduling is also oriented toward part-time students who may be able to attend only one or two days per week. Since the area serves a high proportion of Mexican-Americans, bi-lingual faculty are recruited.

CSUC part-time degree programs are part of the regular, state-supported, on-campus activities of the segment. A schedule of fees charged to students is included as Figure 3, Appendix C.

In March, 1974, the Board of Trustees modified segment policy so that it is now possible for campuses to offer regular state-supported instruction in off-campus locations. The individual courses require the approval of the Chancellor and the policy is being implemented on a pilot project basis. These off-campus credit courses are not extensive enough to add up to a degree, although students enrolled in various degree programs take them. During fall 1974, 7 CSUC campuses offered 40 courses. Locations include 3 community colleges, a unified school district's facilities, the Civic Center in downtown Los Angeles, a private firm, a regional learning center and a state agency.

In addition, the Division of Continuing Education, operating on a self-support financial basis (i.e., instructional costs are charged to the students), provides courses for part-time students through Extension and special Summer Sessions, both on and off the campus. Comprehensive off-campus part-time degrees are offered through the CSUC External Degrees Program and the Consortium. These continuing education activities will be discussed further in the following sections of this report.

Continuing Education

Continuing Education in the CSUC segment is a combination of financially self-supporting instructional programs, including

Extension and Summer Sessions.*

The most current information from the CSUC Chancellor's Office indicates an overall Extension enrollment of 86,986 persons on the 19 campuses in 1973-74. (See Figure 4, Appendix C.) Summer Session enrollments in 1974 account for an additional 58,123 people.** Sixty-one percent of the students enrolled in Summer Session are also continuing regular students and hence are counted among the basic enrollment figures during the preceding academic year. However, over 35,000 students attended only special 1974 Summer Session activities as part-time students. These Continuing Education students add over 122,000 people to the formal enrollment figures of the segment.

If all of the people who have access to CSUC Continuing Education sponsored conferences, one-day events, lectures, etc. are included, the number of people exposed to some form of Continuing Education is very much greater than the one officially recorded. For example, the Office of Community services at Cal State Los Angeles conducted the 6th Annual Southern California Conference on Behavioral Modification with the participation of over 2000 teachers, psychiatrists, therapists, nurses, social workers and other students.

An estimated 5000 different classes are offered each year in Extension and Summer Sessions, of which about half take place off campus. Historically, off-campus locations have been the rule. In 1965, an estimated 200 locations throughout the state offered CSUC Extension courses.*** Currently, it is assumed by segment administrators that the number of off-campus locations has increased, but no inventory of the many sites has been made. However, as an example, the Cal State Los Angeles Extension schedule for spring 1975 offers classes at 13 high schools, 3 elementary/intermediate schools, 3 hospitals, 1 vocational center and the YWCA, in addition

---

*CSUC External Degree Programs, a part of Continuing Education, will be discussed in a later section. See page 63.

**See Figure 5, Appendix 3. These figures do not include Summer Quarter enrollments on the 4 CSUC campuses that operate on a year-round basis.

***State Committee on Continuing Education. Status Report on Continuing Education in California Higher Education. California Coordinating Council for Higher Education, Report no. 65-13, November, 1965.

to the campus itself. This distribution is fairly typical of Continuing Education on the other CSUC campuses as well.

The cost to students of Continuing Education courses will generally be higher than regular campus offerings as a result of state policy that CSUC continuing education for adults should be self-supporting. Extension study costs to students are variable depending on the projected size of the class, the number of meetings, whether or not it carries academic credit and other considerations. CSUC Extension and Summer Session fee schedules are included as Figures 6 and 7, Appendix C.

It is possible for a student to transfer 24 semester units or 36 quarter units of Extension credits to a regular CSUC undergraduate degree program. A CSUC policy instituted in 1971, called "concurrent enrollment," has permitted Extension students to enroll in regular session courses on a space-available basis. This permits more efficient use of campus facilities and extends the range of course offerings for Extension students without putting them through the regular admissions processes of the campus. However, Extension students pay Extension fees for these on-campus courses which are higher than fees for matriculated students. In addition, since participation is limited to space available, high-demand campus courses are less likely to have openings for Extension students. Concurrent enrollments included 2,199 students in 1973-74.*

In-service training for teachers has traditionally been the main function of CSUC Extension and Summer Session programs. While this is still an important part of the segment's Continuing Education classes, more diverse programs are available. An example is the Paralegal Studies Program of the San Francisco State University Extension. Six courses, with 10 projected, comprise a new certificate program for a new occupation, Paralegal Aide.

With some 5,000 different course offerings in CSUC Extension and Summer Sessions it is difficult to be illustrative; however, examination of the various catalogues and schedules indicates that courses emphasize 1) current social concerns, for example, courses such as "The Juvenile and the Law," offered to members of volunteer groups in agencies dealing with juveniles; "Population, Resources, and Environment"; "Children and Mass Media"; 2) in-service education, such as

---

*See Figure 4, Appendix C.

"Pharmacology for Nurses"; a course for teachers called "Physical Education for the Handicapped Student"; 3) recreational subjects, like "Nature Photography", "Mountaineering"; 4) personal development, for example, courses like "Adjusting to Divorce and Separation", "Unlearning Smoking"; 5) women's studies and ethnic studies, courses such as "Workshop for Women in Practical Politics", "Seminar on Chicano Literature"; and 6) traditional academic courses at the college level in subjects like mathematics, anthropology, education, etc.

Lecture/discussion style courses predominate. A breakdown of CSUC Continuing Education activities is included as Figure 8, Appendix C.

An additional aspect of CSUC Continuing Education which does not appear in Figure 8 is community action projects. Community services, some utilizing additional funds provided by Title I of the Higher Education Act, are carried out through CSUC Extension.*

Generally, CSUC Continuing Education activities emphasize topics of current vocational and avocational interest to adult learners. Campuses vary with respect to how innovative or unusual their offerings appear to be. Flexibility in programming courses is characteristic of Continuing Education and this flexibility encourages innovation. Since CSUC Continuing Education is self-supporting, it is client-oriented and the majority of courses reflect the interests and needs of the local audience.

Since there are no standardized entrance requirements, except for a willingness and ability to pay the course fees, CSUC Continuing Education can be considered an open-admissions program. With the institution of concurrent enrollment, and the provision for transfer of some course credit to regular degree programs, CSUC Continuing Education activities can and do serve the function of creating an avenue of entry to the campus. Furthermore, Continuing Education provides instructional programs for people with no interest in formal degrees. This last group includes a large number of professional people, chiefly teachers, nurses, law enforcement personnel and business managers.

---

*Community oriented programs will be discussed in a separate section to follow. See page 69.

External Degree Programs

CSUC off-campus degree programs were in operation on 2 military bases and 2 off-campus centers as early as 1952. However, these programs were abandoned in 1966 on the recommendation of the California Coordinating Council for Higher Education and the CSUC Academic Senate.*

Recent interest in off-campus programs has required a re-evaluation of these earlier positions; and in 1971 Chancellor Glenn Dumke appointed a Commission on External Degree Programs charged with several tasks, including proposing "ways in which our campuses could explore with government agencies and private business the need for and feasibility of establishing external programs which would serve the needs of both employers and employees."

Although the term "external degree program" has as yet no standard statewide or national definition; in general such programs are characterized by instruction at off-campus locations, frequently at the job site of a group of students; weekend, late afternoon or evening scheduling; independent study sometimes coupled with short periods of intensive on-campus instruction; the use of telephone networks, TV broadcasts and TV links with the campus, and exchange of tape cassettes; course credit by examination or other credit for on-the-job experience; and, as is the case with the majority of CSUC External Degree Programs, an occupational emphasis which is specific to the needs of an identified body of students.

It is important to draw a distinction between CSUC External Degrees and Extension Education. Briefly, Extension programs are comprised of discrete single-course offerings in which there is little continuity from course to course and, hence, little on-going evaluation of students.

By contrast, the External Degree is characterized by a coherent curriculum comparable to that of regular on-campus degree programs. Faculty in the CSUC External Degree Programs are drawn from the individual campuses, although there is some use of "adjunct" personnel with special expertise.

---

*A Preliminary Study of External Degree Programs in California. California Coordinating Council for Higher Education, Report No. 73-5, June 1973.

The CSUC External Degree Programs are fiscally administered within the framework of CSUC Continuing Education. The programs, like Extension and Summer Session, are not state-supported.

Programs are usually initiated by faculty and their respective academic departments and academically administered on the individual campuses. The new program review process follows established campus procedures. There is some variation from campus to campus, but generally departmental review, followed by curriculum committees and faculty senate review, precedes review by the Commission on External Degrees, members of the Chancellor's staff, review and comment by the California Postsecondary Education Commission and final approval by the Chancellor.

The policy of thorough program review by faculty and various administrators is disadvantageous in the sense that it places limits on the flexibility and innovation that is characteristic of Extension programs. On the other hand, thorough review ensures that an External Degree Program will have the same legitimacy as an on-campus degree program. The review process is a way of guaranteeing that an External Degree Program is not merely a potpourri of popular courses but is comparable to other degrees awarded by the segment.

CSUC External Degree Programs are limited to upper division and graduate level work in order to avoid duplicating instructional services provided by the community colleges in both on-campus and off-campus sites. Several CSUC programs are coordinated with community college programs and are being offered on community college campuses, particularly in rural areas.*

Basic admission standards for External Degree Programs, established by the Chancellor's office, require that a student 1) have completed 56 semester units or the equivalent of transferable college credit; 2) be an individual whose maturity, experience, previous academic background and scholastic aptitude indicate a probability of success in the external curriculum; and 3) be a person who is unable to enroll on a residence basis in regular campus programs due to factors of geography, employment or other obligations or who is an employee of a particular occupational group or organization for whom an external program has been designed.

---

*See Figure 12, Appendix C.

A survey of students enrolled in CSUC External Degree Programs revealed that they are older than on-campus students (33 versus 28).* Approximately 81% are employed full-time while they are enrolled. State, federal, or local government agencies employ 58% of the employed enrollees.

Most of the external students have been part-time students before coming to the External Degree Programs. Over half stated that they preferred the External Degree Programs to other part-time arrangements.

Women are rather dramatically under-represented, comprising only 26% of the students. This is probably the result of the number of programs with a masculine occupational image, such as business administration and criminal justice. There are variations between campuses, however. San Bernardino has an external student population which is 71% women, while the Dominguez Hills programs are 90% male. When graduate level programs are excluded, the male/female ratio is somewhat more nearly equal.

Since 1971, CSUC has implemented 28 new External Degree Programs, enrolling 2,053 students in fall of 1974 at 42 different locations. Another 6 programs have been approved since then, and 18 more are in the process of review. The ongoing degree programs, their campus of origin, and fall 1974 enrollments are listed in Figure 9, Appendix C. Seventeen of the 34 are baccalaureate programs; one, the Portal Program in Business Administration, sponsored by CSU Dominguez Hills, is a non-degree program designed for experienced businessmen. The remainder are masters degree programs.

As Figure 9 illustrates, the majority of programs are occupationally oriented. The BA programs in Humanities at CSU Dominguez Hills and in Liberal Arts at CSC Sonoma are the exceptions. This latter program has an independent study focus. The Humanities program places a heavy emphasis on individualized methods of study.

Generally, the programs, with some exceptions such as the MA in Psychology offered by CSC Sonoma, are replications of on-campus programs so far as course offerings and degree requirements are concerned.

---

*This figure includes graduate level enrollees as well as baccalaureate level.

At present External Degree Program fees for students average $42 per semester unit. However, in the most expensive program, the M.S. in Engineering offered by CSU Northridge at Pt. Mugu Naval Station, students have their fees paid for them. Since CSUC External Degree Programs are self-supporting, fees may vary according to the size of the course, the status of the faculty member assigned to teach it, costs of additional equipment or facilities, travel time, etc. Average semester charges to students are about $189 as compared to about $79 for a comparable on-campus program.*

The cost of the programs understandably limits their accessibility to those adult students who have financial resources. One effect of the self-support status of the External Degrees Program is that programs are more likely to be developed by by the segment in occupational areas where the cooperation of firms or agencies will assist employee/students with costs. For example, the Law Enforcement Education Program (LEEP) supports many students in the Criminal Justice programs of CSU Sacramento, San Diego State University and CSC Sonoma.

Student need and interest may exist elsewhere, but the accessibility of external programs may not offset the relatively higher costs from the student's point of view. A student needs survey conducted by the CSUC Commission on External Degrees suggested that about 25% of interested and eligible students were unable to support the costs of the program. This finding prompted a request from the CSUC Board of Trustees for state support of a fee waiver program for 1973-74. This is now in effect utilizing $120,000 provided by the Legislature for 1974-75; however, funding for 1975-76 does not appear in the Governor's budget.

State policy with respect to funding will ultimately determine whether CSUC External Degree Programs are to be accessible primarily to employed middle-class adults who can either afford the costs or who have access to agency support, or whether their purpose is to extend degree study to people who are financially disadvantaged.

The "1,000-mile Campus"

In order to meet the future need for coordin ted regional and statewide external degree and certificat rograms which

---

*Estimated student costs are based on an average course load of 4.5 semester units.

single campuses are geographically or fiscally unable to provide, the CSUC segment has developed its Consortium.* The "1,000-mile campus" attempts to combine the educational resources of all 19 campuses to deliver CSUC external degree programs anywhere in the state.

The first programs--a BA in Humanities and a BA in Liberal Arts--were instituted in 1973-74 and conducted, respectively, by the Donimguiz Hills campus and the Sonoma campus.

Currently, the Consortium offers 7 External Degree Programs in cooperation with CSUC campuses, one of them involving 11 different campuses.

The Consortium is administered by a Director who is responsible to the CSUC Vice-Chancellor for Academic Affairs through the State University Dean for Continuing Education. An advisory committee of the Statewide CSUC Academic Senate and eight faculty Academic Program Committees share responsibility for program development, approval, and evaluation.

The Consortium, unlike the External Degree Programs of the individual campuses, has had modest state budget support during the academic years 1973-74 and 1974-75. The extensive needs and resources assessment that is required in order to establish priority programs on a statewide basis, and to ensure that they will maintain themselves over a period of time, requires development money that is not available exclusively from the operating budgets of the local campuses or other segment sources. However, once external degree programs are actually implemented, they operate on the same self-support basis as other Continuing Education activities in the segment.

The rationale for the Consortium arose from development surveys conducted by the Commission on External Degrees which indicated that certain kinds of programs are viable only on a statewide basis since there is no geographically concentrated group of students. This is particularly true of non-occupational undergraduate programs, such as Liberal Arts or Humanities.

The Dominguez Hills program in Humanities, offered in collaboration with the Consortium, is designed specifically for students who are scattered over a wide geographical area or who move frequently. The program is not bound by the traditional classroom orientation. Instead, it utilizes alter-

---

*See section 40100, Title 5, California Administrative Code.

native educational delivery systems which include television,* radio, tape cassettes, films, prepared study guides, a regular newsletter, small group regional meetings, and individual faculty-student contacts and advisement. In this way, students from anywhere in the state can be enrolled. This particular program was just implemented in Fall 1974 and is serving 91 students at the undergraduate and graduate level.

According to the regulations governing the operation of the Consortium, programs developed by the Consortium may utilize local campus Extension or Summer Session activities thereby increasing the range of course offerings and geographic access for students. Or, the Consortium may design specific courses and draw upon the faculty of participating campuses.

In cases where an individual campus is not able to implement its own external degree program due to fiscal or other constraints, the Consortium can pool resources with nearby campuses to create an area program.

The Consortium is also charged with the obligation to facilitate the inter-campus transfer of students. This involves the coordination of degree requirements from campus to campus. When both on-campus and off-campus degree programs have common requirements, students who move frequently are not disadvantaged by the inevitable delays that attend changing campuses.

Since the mobility of students within the state appears to be increasing, this kind of consortial cooperation is essential. Furthermore, the whole external degrees concept is aimed at highly mobile or geographically dispersed students.

The CSUC Consortium has been in existence for only 2 years. Channels and policies exist within the segment for increasing the range and scope of programs. Plans include 8 additional degree programs being designed by the faculty development committees for implementation in 1975-76. Whether or not the Consortium concept can receive increasing emphasis within the segment is related to the level of state financial support which is required principally for development and administrative costs.

---

*The California Instructional Television Consortium, involving CSUC, community colleges and several instructional television agencies, is utilized.

Other Consortia and Multi-Campus Programs

The "1000-mile" Consortium of External Degree Programs is not the only CSUC vehicle for inter-campus cooperation. CSUC multi-campus programs or projects are too numerous to list completely. Some examples are:

- The Moss Landing Marine Science Facility, jointly operated year-round by the northern California CSUC campuses,
- The Southern California Ocean Studies Consortium comprised of a 13-member board from 5 CSUC campuses,
- A 3-campus (Long Beach, Los Angeles and Northridge) masters degree program in Geology, and
- A 5-campus (Long Beach, Los Angeles, Northridge, San Bernardino and Fullerton) bachelor's degree program in Russian.

In addition, a single campus may serve as the center for segment-wide activities. For example, San Jose is the base for a special project, supported by the CSUC Fund for Innovation, to develop science course materials for non-science majors; Northridge manages the Freshman English Equivalency Examination program; San Francisco,with 10 other campuses, is developing credit-by-examination procedures in Political Science; Los Angeles is the center for a 14 campus project to develop self-learning modules in nursing.

Intersegmental consortia are also common, ranging from those with a highly specialized focus to general purpose consortia. These intersegmental cooperative projects will be discussed in Part Two of this report.*

Community-oriented Programs

Community development projects and other activities which can be classified as "public service" have historically been the province of the Extension Division with some campus student governments also providing support. The catalogues

---

*See pages 161-166.

and brochures of CSUC Extension offerings around the state indicate that Continuing Education is more active in these kinds of client or community-oriented projects than are a majority of the campuses.

A project operated by the CSU Humboldt Continuing Education Division in connection with the Arcata Center for Community Development and the Manila Community Association is aimed at senior citizens, the unemployed and underemployed in a sparsely populated, largely rural area. County agencies are involved in a project to develop recreational land use plans and other projects. Approximately 1,000 people are involved.

However, other projects are campus-based. An example is the Urban Indian Research and Resource Development Program operated by the School of Ethnic Studies and the Frederick Burke Foundation for Education at San Francisco State University. The project is aimed at increasing educational access for the estimated 44,000 Native Americans in the Bay Area and at using university resources on their behalf. More than a dozen Native American Organizations are involved.

The Northeastern Rural Outreach project of CSU Chico involves 6 community colleges and UC Davis. The purpose of the project is to bring counseling services to area adults, 10% of whom are unemployed, by using informal local residents as "natural counselors." Women are an identified target group. The project also serves to identify the community need for additional educational services.

Another peer counseling project is centered in CSC Bakersfield: Project CALL (Counseling Adults for Lifelong Learning). Local health, welfare and employment agencies are involved along with several community colleges to reach disadvantaged people and ethnic minorities. The project uses a mobile counseling unit with prepared occupational information, educational catalogues, diagnostic tests, community information, etc.

Urban problems, like housing, drug abuse, and delinquency are the focus of a consortia of 4 CSUC campuses based at CSU Northridge. The project, entitled EPIC (Educational Participation in Communities),is basically a field training program for students in various community agencies.

The above listed programs are probably not exhaustive of CSUC community outreach programs. These particular projects are recorded simply because information about them was readily available. These particular projects have utilized some additional funding provided by Title I of the Higher Education Act.

The San Jose campus operates a cooperative program with the Department of the Navy on the "alternative plan." CSU Long Beach has a program developed by its Engineering Department with the Department of Water and Power and Getty Oil Company. CSU Chico sponsors a program of paid work for approximately 80 students each year involving Burroughs, IBM, NASA, and Union Carbide.

There are numerous other projects by the campuses which provide academic credit for off-campus work, but no financial support. An example is the EPIC consortium discussed on page 70.

Although the value of volunteer experience and field study for students is obvious, the kind of cooperative education projects of particular interest to this study are those in which the student is provided with a livelihood that will enable him or her to attend college. In this sense, cooperative education programs become a form of financial assistance that is directly integrated with the ultimate career goals of the students.

Programs of this sort require administrative and faculty commitment as well as developed networks of interaction with business firms, government or community agencies and community college programs. The available information indicates that cooperative educational programs are not as well developed, nor as pervasive, in the CSUC segment as they are in the community colleges or in the vocational education programs of Adult Education. In Fall 1973, CSUC cooperative education and work study involved 2,147 students on 9 campuses. State and federal policy and funding are factors, although the increasing interest in career education generally, at the state and federal level suggests that Cooperative Education is likely to receive additional stimulus at the baccalaureate and graduate levels. A February, 1975, conference attended by faculty representatives of all 19 CSUC campuses indicates that involvement and interest in cooperative education programs is increasing.

Data prepared by the Chancellor's Advisory Committee on Career Education indicates that in 1971-72, 41% of the CSUC enrollments were in "occupational" or "occupational-related" fields; 67.4% of the bachelor's degrees awarded in 1971-72 were in these identified fields.

The Report of the Advisory Committee* recommends that 1) "the Chancellor's Office, through consultative processes, define and establish uniform procedures for awarding credits through cooperative experience"; 2) "the campuses identify a coordinator of cooperative education with requisition authority..."; and, 3) "the Chancellor's Technical Advisory Committee on Faculty Staffing study the applicability of existing supervision staffing categories to cooperative educational programs and recommend appropriate adjustments."

Information on the progress of implementing these recommendations is not yet available from the segment.

Extended Access Programs

Disadvantaged. The extension of educational opportunity to educationally and economically disadvantaged students is directly linked to public policy which establishes admission policies for the segment** and the extent of state funding for financial aid and special support services.

California residents are eligible for admission to the CSUC campuses if they 1) are rated in the upper one-third of their graduating high school class, as determined by gradepoint average and standardized admissions tests, i.e., the Scholastic Aptitude Test (SAT) or the American College Test (ACT); or 2) have completed at least 56 semester or 84 quarter units of transfer credit course work with a grade point average of "C" (2.0 on a scale in which A = 4.0) or better.

Special admissions criteria, established under section 40759 of Title 5 of the California Administrative Code, provide some flexibility. In addition, other actions have been taken to provide for "exceptional" students:

1. A policy in effect since January 1, 1972 which permits campuses to admit "eligible" California veterans who might not otherwise be admissible (Ref: Sections 40256.1 and 40805.1, Title 5, California Administrative Code).

---

*Career Education, Report of the Advisory Committee on Career Education to the CSUC Chancellor, September 1974.

**ACR 150 (1974).

2. A policy which permits a campus to admit persons over 18 who did not complete high school, but who, in the opinion of appropriate campus authority, evidence probability in academic success (Ref: Section 40756, Title 5, California Administrative Code).

3. In September, 1974, the Board of Trustees adopted a resolution permitting a campus to evaluate an applicant's past academic record so as to give the greatest weight to the most recent work. The Academic Renewal policy provides for repetition of courses and permits up to two semesters (or three quarters) of unsatisfactory work to be disregarded in the computation of grade point average graduation requirements (Ref: Section 40402, Title 5, California Administrative Code).

4. A policy which permits extension students to enroll, as space allows, in regular courses. No admission eligibility decision is made and the policy affords older students the opportunity to return to regular class work and assess their ability to return to full-time degree study.

5. The Uniform Residence Law (AB666), enacted in 1973, recognized for the first time the right of a woman to establish residency separately from her husband. While the passage of this law did not affect a great number of women, it will ease access to higher education for some California resident women who would previously have been classified nonresident and, thus, have been discouraged from resuming or continuing their education (Ref: Section 22847, California Education Code).

6. Recent adoption by the Board of Trustees of a policy to waive fees for CSUC employees enrolled in career-related courses. This will enable persons wishing to continue their education to do so without paying fees while retaining full employment. The policy should encourage many persons, particularly women who must work full-time who wish to progress toward a degree, to return to their studies.

7. A policy permitting waiver of application fees. This policy, employed only in well-documented hardship cases, permits some economically disadvantaged individuals to apply and thus open the way to possible financial aid.

Since 1969, the Legislature has appropriated funds to support Educational Opportunity Programs (EOP) aimed at increasing the participation of disadvantaged students.* A combination of federal and state funds is utilized for student financial aid in the form of loans and grants, work-study, and for staff salaries to oversee recruitment, student counseling, peer tutoring and other special services.

The majority of EOP students are ethnic minorities. In 1973-74, the ethnic composition of CSUC-EOP enrollees was as follows: Native American, 3.7%; Black, 44%; Mexican American, 34.0%; Chinese or Japanese-American, 5.3%; Caucasian 6.7%; and other ethnic categories, 5.2%.

CSUC directors of EOP report that approximately 2 qualified students could not be admitted for every one which was accepted. Budget limitations and legal regulations appear to be the principal factors in setting ceilings on the number of students who can be assisted.

Orientation, tutoring and counseling are the major support services provided through EOP. Staff members work with local high schools in order to encourage disadvantaged students to apply. Once students have been admitted, orientation programs try to reduce the college "culture shock" phenomenon and get students prepared for the demands of academic work. Some of these orientation programs use Summer Session course work and individual tutoring to give students an extra boost before they begin regular fall-term courses. Peer advisors and tutors are part of the program and are a probable source of psychological help to new students. Many of the problems faced by disadvantaged students are attitudinal and relationships with peers of similar background and ethnicity are necessary. Trained counselors and specialists also teach reading study skills, time management, etc. are included, as staffing regulations permit. Some of the campuses maintain study centers using self-teaching techniques which serve not only EOP but other students as well.

For example, at CSU Long Beach during 1973-74, approximately 3,500 students visited the Learning Assistance Center, which is an outreach arm of the university's counseling center. Each student who comes to the Center is assigned an advisor who is available on a regular, weekly basis. Twenty-five

---

*See Section 31226.1-31226.7, California Education Code.

study carrels, audio and video equipment and tapes in specific subject areas (language drill, learning skills, written literature, etc.) are available to students. The Center was started with money from the CSUC Fund for Innovation.

The ability of the 19 CSUC campuses to provide essential support services through EOP is affected by the fact that in 1970-71, 185.5 staff positions were funded to serve 3,500 new EOP enrollees. The staff has remained at the same level in spite of the fact that the program now enrolls about 5,000 new students each year. Federal money, from programs like Upward Bound, has provided additional funding; but since Upward Bound is being phased out, the future of assistance programs for disadvantaged students is not very secure given existing economic constraints.

Two evaluation studies sponsored by the CCHE, one in 1970* and another in 1973** recommended, on the basis of evidence indicating that the programs were functioning well, that their scope be expanded.

Women. Five of the 19 CSUC campuses currently have special Women's Centers to provide coordinated help to adult women who are re-entering college after a period of absence.

CSU Northridge opened a Women's Resource Center in June of 1973. Kathy Barry, Women's Advocate from the center at CSU Sacramento, has prepared a report to the Joint Legislative Committee on Legal Equality. This report provides more information on the range of services currently being provided by CSUC (and other segments) and on the particular needs of women students.

Information from the Chancellor's Office indicates that 15 CSUC campuses operate child care centers for 2-5 year olds. Seventy-five percent of the costs of the centers come from the students, either from student association fees or from

---

*Harry Kitano and Dorothy Miller. An Assessment of EOP in California Higher Education, the Joint Legislative Committee on Higher Education and the CCHE (Report no. 70-1) February 1970.

**Alan Horitz and Associates. An Assessment of ROP in California Higher Education. CCHE, Contract no. CHE-65, February 1973.

fees charged to the parents of the children. Seven of the campus child care centers operate completely on student-generated funds. Only one campus, however, reported being able to meet the anticipated demand for child care services; another nine campuses reported meeting only one-third to one-half of the requests.

Since an unknown number of campuses have individual courses and limited activities directed toward the concerns of women, the absence on most of the campuses of comprehensive centers with recruiting, advising, child care, placement and political advocacy components need not necessarily imply that the special needs of women are being ignored. The existence of interesting Extension programs -- either courses or community service oriented projects -- are frequently not included in an assessment of services. For example, CSU Long Beach has a Continuing Education Coordinator for Programs for Women (Ms. Dolores J. Sloan). The spring 1975 catalogue from CSU Long Beach Extension includes six different courses under the heading of Women's Studies. Three are offered on the Long Beach campus, three at off-campus locations.

Handicapped. A Task Force on Disabled Students, established in 1973 by the Chancellor's Office in response to ACR 81, recently reported on services within the segment for the handicapped.* Identified disabled students on the campuses were visited by the Task Force.

At that time (1973-74), 2,600 disabled students were formally identified, although the Task Force found later that the number is actually higher due to the reluctance of students to be singled out by the "disabled" category. Although this number is small, it marks an increase of 144% over 1970. Nine percent of this number are visually disabled, 8.7% have some auditory disability and the remainder are disabled in terms of physical mobility.

Of those disabled students identified, 36% are thirty and over. They are more likely to be male, veterans and enrolled part-time. About 37% have some state financial assistance for vocational rehabilitation. They are similar to the other students in terms of academic interests and their performance, as measured by grades, is higher than average. The high performance is not surprising given the high motivation required for disabled students to take on the difficulties connected

---

*Report on Conditions, Services, and Facilities for Disabled Students in the California State Universities and Colleges. Report to Chancellor, December 1974.

with educational access. Sixty-eight percent of the disabled students reported that career interests predominate in their choice of academic programs.

Twelve campuses offer disabled student orientation programs; 15 provide some form of registration assistance. Thirteen campuses provided identifiable support services (2 using volunteers) which include attendants, readers and note takers. Fourteen campuses have a coordinator to integrate the various kinds of assistance available to the disabled. A summary of special services by campus is included as Figure 10, Appendix C.

Architectural barriers for the physically handicapped which impede access to the campus and to classrooms are a serious problem. It is only recently that attention and money has been directed toward the particular needs of this group of students.

In 1973-74, CSUC expended over $2 million for the removal of architectural barriers; the segment allocated $1 million for 1974-75. Similar expenditures are projected during the next three years.

The Task Force report makes numerous recommendations to the Chancellor's Office for improving services to the disabled. Implementation of the recommendations requires the coordination of financial resources within and without the system (for example, with the State Department of Rehabilitation). Costs for these services are high. However, the costs to the State of welfare aid to uneducated and, hence, unemployable disabled persons is likewise high.

Senior Citizens. The California Higher Education Study on Aging, sponsored by the State Office of Aging, provides the most up-to-date information on the involvement of senior citizens and other older adults in postsecondary education. A preliminary draft of the CSUC study, prepared by Dr. John Barr of San Jose State University, indicates that the CSUC segment had an over-30 adult population of 59,195 in fall 1973. This figure is about 20% of the total full and part-time regular enrollment. Data on the age distribution in Continuing Education programs is not available.

Of these approximately 60,000 older students, 0.8% are over 60, 15.2% are between 45-59 years of age and 84% are between 30 and 44.* With some variation in the age groupings,

---

*California Higher Education Study on Aging, CSUC, State Office of Aging. March 1975 (preliminary draft).

enrollments are about equally divided between the graduate and undergraduate levels.

In the middle years (30-44), there are about 50% more men than women, but this ratio is gradually reversed in the over 45 year old group.

Thirteen campuses reported some courses related to aging. Four campuses have full academic programs (for example, the undergraduate degree major in Gerontology at Dominguez Hills), while others are limited to smaller units (groups of courses) within a department such as Psychology, Social Welfare, or Biology. Most of the courses are designed for the pre-service or in-service education of professionals or para-professionals who work with older adults.

A more limited number of campuses have programs designed primarily for the education of older adults themselves. These programs include direct work with agencies serving older adults, special short courses and lectures, media-related courses, and counseling.

San Diego State University has a Center on Aging which combines the training of professionals with services for the older adults in the community. The San Jose campus sponsored a training Institute on Leisure and Aging involving about 800 students and community people and a series of workshops on services for the aged in the Santa Clara-San Mateo and Tri-county area.

The CSUC program which involves the most direct participation of senior adults themselves is operated by CSC Sonoma's Meridian Center and serves a 6-county area. Senior citizens are provided with transportation and reduced fees. The program is an interdisciplinary one and attempts to 1) provide senior adults with the means to make their own lives more productive, 2) assist personnel who work with the aging to do a better job of meeting the needs of senior adults and 3) involve younger people in across-age-group contacts in order to improve their pre-and in-service training in careers of work with the aging.

CSU Chico is part of a cross-segment consortium involving community colleges and area agencies on aging. CSU Sacramento and CSU Fresno report some limited community outreach activities such as workshops in local retirement communities and a senior citizens "Hot Line." CSU Long Beach is in the process of developing a special program at the Rossmoor

Leisure World retirement community. Some additional programs are available through CSUC Extension, however, the costs of these self-supporting activities may be prohibitive for adults on fixed retirement incomes.

The Program for Innovation and Improvement of the Instructional Process

This program began in 1971 and has been supported primarily through special state funds and some matching funds from the campuses. Additional funds have come from a grant from the Carnegie Corporation. Between 1971 and 1974, $4.4 million was allocated by the segment to finance the start-up costs for innovative programs.

The Program for Innovation and its projects are administered statewide by the Division of New Program Development and Evaluation, within the Office of the Chancellor. A survey completed by this office in December, 1974, lists 55 different projects between 1972 and 1974, generated principally by faculty members on the local campuses, of which 48 are now continuing with normal campus funding. Participating faculty have numbered approximately 3,000; the number of students involved in these innovative projects has been over 35,000.

Guidelines established by the Chancellor's Office for the development of innovative projects state that programs are to focus on the needs of regularly enrolled students rather than on students in external programs. However, the kinds of programs supported by the "Fund for Innovation" indicate that the segment is heavily involved with other aspects of extended access. Innovative projects fall into the following general categories:

- -development of curricula and study materials for independent study, self-paced instruction, media-assisted instruction and other individualized modes of instruction;
- -development of special examination and projects experimenting with the use of tests for granting credit by examination;
- -time-shortened degree programs and programs designed to reduce student attrition;

-projects experimenting with alternative scheduling and facilities use;

-faculty and staff development; and

-improved efficiency in the distribution of educational resources.

A table showing the distribution of projects in various areas of activity is included as Figure 11, Appendix C.

Many of the projects are multi-campus efforts. An example is a project based on the Sacramento campus, involving faculty from business programs at Sacramento, Fullerton, Los Angeles, San Jose and San Luis Obispo. The purpose of the project is to test the applicability of business examinations for credit which have been developed by the State University of New York for the New York Regents External Degree. The project is also experimenting with the Undergraduate Program Examination in business which has been developed by the Educational Testing Service.

The CSUC segment is interested in increasing credit-by-examination opportunities, particularly through its Consortium and External Degree Program, and has been investigating the use of other New York Regents Degree Examinations, for example, nursing. However, the adoption of the New York Regents Degree concept and examination material requires a systematic validation, adaption and norming of tests for California populations. Several projects of this nature have been supported by the CSUC Fund for Innovation.

Another project, based at Long Beach, has been developing a computerized system (SOCRATES) for storing and retrieving test item data particularly in the sciences, mathematics and history. The test item data bank, organized by subjects, is available to the faculty on all CSUC campuses for the construction of self-paced instructional materials, advanced placement tests, and credit by examination tests.

Evaluation of the projects, reported in the most recent publication of the Division of New Program Development and Evaluation,* indicates that continuous assessment of student re-

---

*The Challenge of Creative Change, Report of the Program for Innovation and Improvement of the Instruction Process. Office of the CSUC Chancellor, March 1975.

sponse to, and interest in, these kinds of activities is essential, as is assessment of their relative cost effectiveness and their impact on the distribution of faculty resources. The CSUC experiences to date are not conclusive. However, it seems clear that if large scale methods for providing individualized learning, credit-by-examination, multimedia utilization, and competency-based evaluation of students, are to be employed, they are not going to be instituted over night. Because the CSUC segment has placed a high priority on the evaluation of innovative projects, evaluative information from this segment should be of some utility in other segments as well.

Summary and Comment

The CSUC segment enrolls almost 300,000 undergraduate and graduate students, of which 28%, or 87,000, are part-time undergraduates. Non-state-supported Continuing Education programs enroll part-time adults in Extension (approximately 90,000), special Summer Sessions (approximately 35,000), and External Degree Programs (approximately 2,000) for an additional estimated part-time enrollment of 127,000 people.

Late afternoon and evening scheduling is part of normal campus operations, with weekend and after hours administrative services appearing on some campuses, particularly those in urban areas where part-time students are concentrated. Over 300 degree programs are available to part-time evening students.

Off-campus instruction is common in the CSUC Continuing Education programs, encompassing about half of the approximately 5,000 course offerings of Extension. State-supported courses for residence credit are now being offered at off-campus locations on an experimental basis as well.

Cooperative education programs which provide an integration of earning and learning while the student is enrolled are beginning to receive more attention. Some CSUC programs offer academic credit for field work or job activities, but only a few provide the student with paid on-the-job experience. The number of students involved in work-study and other kinds of cooperative education is about 2200.

Community services and outreach programs of various sorts, many directed at the needs of special populations, are scattered throughout the system. Some are administered

through Continuing Education (Extension), which provides a vehicle for developing temporary programs in response to community interests. Other projects are campus based, some with additional outside funds. Since community-outreach projects cover such a wide range of activities and are not amenable to easy definition, systematic information about the extent of community-based projects in the CSUC segment is really not possible to obtain. This is generally true of all the segments. However, the information which is informally available suggests that there is a substantial amount of community-based, community-outreach activity sponsored by the segment.

Individualized instruction of many kinds including self-paced curricula, modularized learning, the development of examinations for credit, media-assistance, etc. is receiving much attention and support in the CSUC segment, chiefly through the activities of the special Fund of Innovation and Improvement of the Instructional Process. Since these new programs are being continuously evaluated, useful information on the applicability of various individualizing methods is available from CSUC.

Compensatory education, i.e., special programs for students who are educationally disadvantaged, is handled principally through the Educational Opportunity Program (EOP). Approximately 19,000 disadvantaged CSUC students are being served by this program. However, the segment has admission standards established under the Donahoe Act. The extent to which the CSUC segment should be, or can be, involved in compensatory education activities is not easily determined. Affirmative action inevitably requires some commitment to compensatory programs in order to increase the participation of various disadvantaged populations. However, the CSUC segment reports a minority participation rate of 25% at the undergraduate level. Forty-five percent of its students are women. Twenty percent are over thirty years old. These percentages are closely comparable to the percentages of the open-admissions community colleges.

Recent statewide attention directed toward the educational needs of the physically disabled and of senior citizens has generated evidence that these two are identifiable populations whose participation is limited. Services for these groups in the CSUC segment are minimal but increasing. An increase of 144% in the enrollments of handicapped students during the last 5 years indicates that the segment is attempting to move in the direction of expanded access.

V. THE UNIVERSITY OF CALIFORNIA

The nine-campus University of California is a multi-purpose institution offering undergraduate, masters, and doctoral level programs. A fundamental aspect of its operation is the fact that the University is exclusively responsible for publically financed doctoral level education in the state. The American Council on Education ratings of graduate departments have continuously ranked UC Berkeley departments and the departments of several other UC campuses among the nation's most prestigious universities.* Since Berkeley is the oldest campus in the system and the statewide administrative offices are located there, there is an inevitable tendency to think of the system in terms of graduate study on a national scale. The University system is well-known for the scope of its research activities and its responsibility in this area is mandated by law.** Each campus maintains numerous research units, laboratories, museums, centers, institutes, field stations and other facilities in more than 80 locations in California. The University's libraries are a major public resource.

Public policy regarding admission to the University was established by the Donahoe Act (1960) and reaffirmed in ACR 150 (1974). The segment selects from among students in the top 12 1/2% of the graduating high school class or students transferring from other colleges with academic records which meet University standards. Up to 4% of the entering class of freshmen or 4% of the applicants at the upper division level may be exceptions to this general policy.***

Educational fees charged to California resident undergraduates range from $208 to $229.50 per quarter, or approximately $700 for an academic year (September-June).

---

*Allan Cartter. An Assessment of Quality in Graduate Education. Washington, D.C.: ACE, 1966; K.D. Roose, and C.J. Anderson.

**California Education Code, Section 22550.

***Half of these special admissions are mandated for disadvantaged students in the Educational Opportunity Program (EOP).

Enrollment

In the fall of 1974, the nine campuses enrolled 124,119 students in regular academic programs. Of these students, 71%, or approximately 88,000, were undergraduates.

Women made up 45.9% of the system-wide undergraduate population in 1974, although there are variations among the campuses. The Berkeley campus has the lowest participation of women students (41.8%); Santa Cruz the highest (51%).

Information on the age breakdown of regular matriculated students indicates that 72% of the total student body is under 25; 21% are between 25-34; 3% are between 35-44; .8% are over 45. Santa Cruz has the youngest student group (84% under 25 years of age) and the San Francisco medical facility the oldest (36% under 25).

The following table gives system wide percentages of students by ethnic category at the undergraduate level:

	Fall 1974
Black	4.5%
Oriental	9.6
American Indian	.6
Spanish-speaking	4.8
Other minority	1.5
Total	21.0%

The participation of undergraduate Black students is highest on the Riverside campus (7.3%) and lowest at Santa Cruz (2.2%). Asian students have the greatest representation at Berkeley (16%). Spanish-speaking students have relatively high participation rates on the Riverside (8.5%), San Diego (6.7%) and Santa Cruz (6.7%) campuses. American Indians are more involved on the Davis campus (0.8%).

Relevant Programs

The University activities which appear to have the greatest degree of relevance to the purposes of this report, and which will be discussed in more detail, are:

1) The Extended University
2) University Extension
3) Independent (correspondence) Study
4) Cooperative (Agricultural) Extension
5) Community-oriented Programs
6) Cooperative Education
7) Fund for the Improvement of Undergraduate Teaching
8) Extended Access Programs

The Extended University

The University has no formal policy regarding part-time students. Although many students take a reduced course load while employed, until recently they paid the same fees as full-time students. In May, 1974, the Board of Regents adopted a policy whereby students taking less than 9 quarter units (1-2 classes) received a $50, or approximately 25%, reduction in fees. Information on student course load is presently being analyzed in the UC Office of Budgetary Planning; however, part-time enrollment figures are not available.

In 1971, the University began planning its experimental Extended University program in order to provide a vehicle for those students for whom full-time residence study is an impossibility. Designed as a 3-year pilot project, the Extended University program was aimed at developing and evaluating 1) new curricula and modes of instruction for part-time students, 2) alternative admission and residency requirements and 3) regional multi-campus programs. The Extended University went into operation in Fall of 1972 with degree programs on 6 campuses. During the academic years 1973-74 and 1974-75, the Extended University received additional financial support from the State General Fund.

Currently there are 23 Extended Degree Programs on 8 campuses. A list of the various Extended Degree Programs on the UC campuses and their enrollments in 1973-74 is included as Figure 1 and Figure 1a, Appendix D.

In Winter quarter 1975, the total number of students enrolled in these programs was 1,653, of which about 45% were undergraduates.

The Extended University Programs are not necessarily off-campus or "external" degrees. About half of them are on-campus programs which enroll part-time students. The term "extended" university was chosen to reflect the goal of extending access to students in several different ways, including geographical location, scheduling and the use of various instructional modes like television or independent study. It is important to distinguish between the labels "extension," "external " and "extended" programs. The Extended University of UC includes, but is not limited to, off-campus programs. Although the programs are coordinated through the Office of the Vice President for Extended Academic and Public Service Programs, which also administers University Extension, the Extended University is independent of Extension.

The Extended University degree programs are limited at the undergraduate level to upper division so as to avoid duplication of community college lower division programs. Furthermore, this year a formal joint UC-CSUC committee has been appointed to oversee the coordination of undergraduate and graduate external degree programs in the two segments.

Extended University programs are offered by regular university faculty and administered locally by the campuses at which they are based. The programs are subject to the same administrative and Academic Senate review processes as full-time resident degree programs in order to maintain the same performance standards in these part-time and/or external programs as is consonant with University standards.

Most of the students in Extended University programs are qualified for regular admission to the campus. Since programs are not offered at the lower division level, students making application to Extended University programs must present 56 transferable semester units with a grade of "C" or better. However, some programs provide flexibility in admissions criteria for students who have been away from schooling for a number of years. Standardized test scores, for example the Admissions Test for Graduate Study in Business (ATGSB)*, knowledge gained from job experience, and

---

*Educational Testing Service.

letters of reference may be given greater weight in the admissions decisions. In some cases academic credit is granted for job experience or other non-traditional experience where the requisite units are lacking. These credits are granted either by examination or by faculty committee assessment.

Fees charged to students in these part-time programs are uniformly fixed at one-half those charged to full-time resident students or about $100 per quarter for undergraduates; $110 for graduate students. As a result, Extended University programs are less costly to part-time students than regular residence degree programs.

Data collected from students through Fall of 1973 indicates that 75% of the students would have found it impossible to attend school without the provision of the part-time Extended program. The median age of the students (across the programs) was between 30-34 years. Currently, 69% are between the ages of 25 and 44. Fifteen per cent are ethnic minorities and 47% are women, however, these percentage rates vary with the occupational orientation of a particular program.

Ninety-two percent of the students are employed. The majority of students are employed in professional or managerial occupations and this same orientation is reflected in the fields of study encompassed by the Extended University Degree programs.

An important aspect of Extended University programs is that students retain their earning power as a result of the fact that they do not have to give up their employment in order to be enrolled in degree study. Extended University programs are designed primarily for "recurrent" education. Since the programs are restricted to upper division and graduate level course work, the students are not "new" clients, but are more likely to be returning or "second-chance" students whose education has been interrupted by job and/or family responsibilities.

Extended University programs are offered off-campus at 33 locations including Stockton, Fresno, Ontario, Escondido, Sacramento, San Jose, and the Ventura Learning Center operated jointly with the CSUC segment.* Some of these off-campus locations, such as those associated with the Davis, Berkeley and Santa Barbara campuses, receive courses transmitted via microwave TV. Students are able to participate in

---

*See Figure 2, Appendix D for a listing of program locations. Also, the inter-segmental Ventura Learning Center is described in more detail in Part Two of this report. See pages 161-163.

discussions and ask or answer questions in what is an "extended" classroom. The programs connected with Berkeley, San Francisco, Santa Barbara, and Los Angeles use video cassettes in order to permit students to schedule instruction according to their own available time.

An example of an Extended University Program is the B.A. degree program in Community Studies on the UC Santa Cruz campus. Community Studies is an interdisciplinary area involving the study of social welfare, community structures, poverty, social and cultural identity and the problems of ethnic minorities and low-income groups.

This off-campus program admitted its first students in Fall 1973. Instruction takes place entirely at locations in Fresno and Santa Clara counties and includes off-campus counseling and student support services. Course work is designed for persons who are currently working in public service agencies and other organizations, particularly those serving low-income communities.

Among the 52 students currently enrolled in the off-campus community studies program, 42% are over 40, 50% are ethnic minorities and 58% are women. Ninety-eight percent are employed by a public agency.

The approach of the Extended University at UC Davis has been somewhat unique as compared to the other UC campuses. Rather than concentrate on developing new programs, like the Santa Cruz Community Studies program, Davis has extended part-time access to all ongoing undergraduate and about two-thirds of the graduate degree programs on the campus. In addition, Davis has off-campus programs. During 1973-74, 150 undergraduates and 100 graduate students were enrolled as Extended University part-time students.

The Davis Extended University provides educational advisory services to acquaint potential part-time students with the resources available to them at the University. Lists of late afternoon and evening courses are provided; and since only about 50 regular university courses are scheduled during these later hours, students are permitted to transfer back and forth from part-time to full-time status as their circumstances require. In order to extend the range of educational offerings, off-campus courses in the evening are held in the Stockton area, at Solano Community College, and Diablo Valley College.

Television links between the campus and Marysville, Oroville, Colusa and Paradise further extend the range of instruction. Masters level programs have TV connections with Sacramento, Livermore, Chico and Beale Air Force Base. A map of educational TV links is included as Figure 3, Appendix D.

The Davis Extended University conducts off-campus counseling and student advising in 4 locations. Other special student services on campus for part-time students include study skills workshops, a writing and composition clinic, and various other special workshops at the Learning Assistance Center. The Women's Research and Resource Center holds informal group sessions for re-entry women aimed at their particular needs and "survival" problems.

University Extension

The Extension program of the University is the largest and most important vehicle for serving part-time adult students who are not seeking academic degrees. It is also the principal vehicle for supporting community service programs which are not directly related to the research mission of the University. For example, in addition to its wide ranging instructional programs, there are a variety of Extension-administered community service programs underway on the various campuses ranging in duration from one quarter to several years. The following are a few recent/current examples:

(1) A University Extension, Irvine, project aimed at the maintenance of environmental quality in the Orange County area involved 31 community organizations, 5 governmental agencies, 7 acacemic departments of the University, and several private citizens' organizations in an attempt to increase the environmental awareness of community residents, train community leaders and assist the community in developing citizen-initiated environmental planning policies.

(2) A Community Resources Development program of University Extension, Santa Barbara, included UCLA, CSU Northridge, and Moorpark Community College. The aim of the program was to address the need for greater representation of ethnic minorities in higher education and the professions. The project incorporated bilingual/bicultural theater groups, documentary filmmaking and inservice courses and affirmative action activities in the schools and governmental agencies of the Oxnard and Ventura areas.

(3) A multi-campus Extension program involving the Riverside, Davis, Los Angeles and San Diego campuses was aimed at in-service community development courses for the personnel in public agencies involved with ecology, unemployment, drug abuse, health, welfare and school minority relations. The project was developed at Riverside as the "Action Alternative for Community Change" Program and extended to the other campuses. Approximately 20 faculty members were involved and about 300 agency and community organization people.

(4) UCLA and Irvine, with 6 other campus extension units participating, developed a project to increase citizen participation in local government. An additional goal was to involve the University more directly in local public activities. Approximately 50 faculty members, 11 local governmental agencies, and about 2,000 citizens, chiefly low income and ethnic minority people in the Watts and Venice areas of Los Angeles,were involved.

(5) The UCLA Extension Educational Opportunity Centers, established by a grant from the U.S. Office of Education, are located in the UCLA Extension Downtown Center and the Venice Skills Center which is operated by the Los Angeles City Schools. Their major purpose is to assist residents of low-income communities in obtaining postsecondary education through recruiting, advising, counseling and supportive services. Target clientele is primarily persons who were not anticipating further education; persons who have dropped out or have had an unsuccessful academic experience; and persons who are involved but unsure of their goals. Help is also provided in arranging financial aid, referral for health and social services and obtaining part-time and full-time employment.

---

*These four programs utilize additional funding under the provisions of Title 1 of the Higher Education Act. They were selected for descriptive purposes because information on Title 1 programs is readily available from the California Postsecondary Education Commission which administers these federal funds. However, there are other UC Extension community services programs which are not additionally funded.

UC Extension, on a statewide basis had 375,364 separate registrations in 1973-74. Extension students were enrolled in degree credit, non-degree credit and non-credit courses, conferences, and independent study. A breakdown of registration by subject area is shown in Figure 4, Appendix D.

The total number of programs/courses offered in 1973-74 was 11,668, of which 8,229 were regularly scheduled classes as opposed to short workshops or conferences.

There are generally no admissions requirements in Extension, although certain courses may require prerequisite experience. The programs are self-supporting. The range of fees charged to students, by campus, is included as Figure 5, Appendix 4. Concurrent enrollments of Extension students in regular University courses further extends educational offerings to students and in Spring of 1974, involved 2,143 people.

Instructional areas that are considered to be of particular importance in University Extension are 1) continuing education in the professions. Major professional groups served include the legal profession (over 40,000 attorneys were involved in Continuing Education of the Bar through University Extension in 1973-74), physicians, pharmacists- dentists, engineers, health workers and administrators, business managers, teachers* and numerous other occupational groups.

2) Teaching programs directed toward social problems. UCLA in particular has operated extensive programs of continuing education in community action programs, urban planning, work with the aged, health care, transportation, business-industry relations, and international cooperative programs. An important part of Extension activities is the training of professionals who will carry out various kinds of community programs for special populations, including ethnic minorities, low-income people, the disabled, and the aged. In addition, Extension provides a link between community groups seeking solutions to specific problems and the resources of the University in general.

3) Courses in the liberal and creative arts and other programs designed to increase social and self-awareness. Many people served by Extension take courses not as members of a professional group, nor as members of a particular community

---

*Credential programs for teachers, authorized by the State Board of Education, are currently available through Extension: Elementary, Secondary, Early Childhood, and Counseling.

agency, but as individuals looking for intellectual stimulation or for vocational and social interests. Because Extension has open admission, optional course credit and operates on a student-supported, client-oriented basis, the range of subjects and interests reflected in its nearly 12,000 different activities covers just about anything imaginable. About one-third of its programs are in the arts, humanities and behavioral sciences and are designed to reflect the current interests of local clients.

Most of the campuses report certificate programs in specified occupational areas, for example, the Certificates in Human Services, in Accounting, or in Systems Management at UC San Diego; the Certificates in Transportation Planning, Environmental Planning or Photography at Berkeley; the Certificate in Continuing Education in Alcohol Studies or in Community Development at Santa Cruz. UCLA lists over 60 Certificate or sequential programs, including, for example, Engineering Management for Public Works, the Attorney Assistant Certificate Program, and the Counseling Specialist for Adults Certificate. These cited examples are not exhaustive of UC Extension occupational certificate programs but are illustrative.

University Extension activities are highly dispersed geographically and involve numerous off-campus locations. UC Irvine offered programs in 25 different communities at industrial plants, hospitals, public facilities such as the Orange County Department of Mental Health, the Fullerton Library and the Bowers Museum, and private facilities like a savings and loan association, the Institute of Therapeutic Psychology and a law office. About 30% of UC Irvine's Extension activities take place off-campus.

Berkeley Extension offers 60% of its courses off-campus, most at the San Francisco Extension Center. Thirty-two local communities had programs in elementary and secondary schools, private art studios and hotel conference facilities.

Santa Cruz Extension offers only 9% of its programs on the campus. Schools, churches, community centers, libraries and hotel-restaurant meeting rooms are the most common sites.

San Diego Extension estimates that 39% of its programs are offered off-campus. Twenty-six communities are listed utilizing sites similar to those identified by the other campuses.

Special populations have special programs. Irvine has an active Women's Opportunity Center which provides assistance

as well as educational experiences for women planning their continuing education, careers and volunteer service. Santa Cruz also has special women's programs, one of them for women in prison taking undergraduate courses. UCLA Extension has a large program of Continuing Education for Women which has been operating for 10 years. Examples of activities and courses designed for ethnic minorities, the elderly and the physically handicapped are found in several of the brochures, schedules, and flyers circulated by the various campus Extension Divisions.

Santa Barbara Extension also maintains a counseling service, at no cost to students, for advising them about Extension Study career programs and credit transfer to degree programs. Several thousand students are seen each year.

Little systematic data is collected with regard to the characteristics of Extension students. Santa Cruz reports that about half of its clients are credentialed teachers. At Berkeley the majority of Extension students have had at least 2 years of college (90%). Seventy-five percent already have a bachelor's degree.

A survey in 1971 was conducted by the UC San Diego Extension.* The majority of students (63%) are married; forty-three percent were between the ages of 25 and 40. Seventy-six percent were employed full-time; 91% had some previous college education. Only 18% were interested in degree-credit study.

A 1973 survey conducted by UCLA Extension** found that about 50% of the students already held bachelor's degrees; another 16% held masters degrees.

Although these surveys cannot be generalized to all campus Extension Divisions, it appears that, in the main, UC Extension serves a well-educated, professional population of employed adults, the majority of which are more interested in self-development than in degree study.

Seven UC Extension Divisions currently provide documentation of student course work in the form of the Continuing Education

---

*Marjorie Goldin Shaevitz. UCSD Extension Student Questionnaire, Statistical Report. University of California Extension, La Jolla, November 1971.

**Comparative Study, Regular Session-University Extension Courses and Students, UCLA Extension, Fall 1973.

Unit. The CE unit provides a basis for verifying course attendance and for keeping student records of cumulative Extension experiences. Keith Sexton, Dean of Extension Programs for UC, reports that interest on the part of Extension students in the CE unit is growing since it is becoming increasingly possible to apply CE unit credits to relicensing requirements, sometimes in lieu of an examination. The advantages of maintaining records for students according to a standardized unit of continuing or in-service educational experiences has been recognized and promoted by the National University Extension Association and other organizations involved in the advancement of adult continuing education. If expansion of the concept of inter-segmental life-long learning transcripts should be considered desirable, administrative provisions currently exist within the University.

However, it is important to recognize that access to programs in University Extension is restricted by the self-support nature of its financing. UCLA reports that its scholarship funds can reach only about 150-200 disadvantaged persons each year. In a program numbering over 122,000 registrations, this figure is minimal. A 50% discount is provided for senior citizens over 65 years of age, but it appears that the extensive range of offerings provided by the UC Extension could be opened to a broader range of people seeking continuing education if fee waivers or scholarships for part-time Extension study were made available through state funding.

Independent Study

University correspondence study is a national phenomenon with over 60 college and university extension divisions developing and maintaining courses. The correspondence study section of University Extension, now called Independent Study, has a long history. It is statewide and national in scope and offers over 300 courses requiring no classroom participation at all. Some courses can be completed for undergraduate credit or for professional licensing requirements. Subjects range from the technical, for example a chemistry course in "Surface Phenomena in Biological Systems", to the recreational, for example, "Playing the Soprano Recorder." Four certificate programs can be completed exclusively through Independent Study.*

---

*Certificates in Business, City Planning, Credit Union Management, and Industrial Relations.

Independent Study courses are self-supporting. Fees to students average about $75 per course.

Correspondence study enrollments have been declining in recent years possibly as a result of the fact that an increasing number of alternatives to on-campus resident study are becoming available for adults. Enrollment in UC Independent Study was 9,410 in 1973-74 as compared to 13,082 in 1970-71.

Recent interest in individualizing learning methods and curricula suggests that University correspondence study should be evaluated in terms of its potential in this area. Dr. Durward Long, UC Vice-President of Extended Academic and Public Service Programs, reports that individual academic departments frequently show interest in the development of individualized course curricula, but that this interest is seldom coordinated with the Independent Study unit. Since University Extension Independent Study already has available a wide range of course materials, some of which are designed to be used in conjunction with various media, this resource could be more extensively utilized in the development of part-time programs. An evaluative study of courses and their students would be an essential prerequisite.

An interesting recent project was developed at UC San Diego by Mr. Caleb Lewis, Media Specialist at UCSD University Extension. "Courses by Newspaper" is a national program which offers college-level instruction through the local and national press. Initially funded by the National Endowment for the Humanities and the Exxon Education Foundation, the first course in 1973 was carried by 250 newspapers in cooperation with approximately 200 colleges and universities across the country. Five thousand students were enrolled for credit and another 6,000 enrolled on a non-credit basis. A second course is now available.

Cooperative (Agricultural) Extension

The Agricultural Extension Service was established 60 years ago by the federal Smith-Lever Act which provides for cooperative financing by 1) the federal government through the US Department of Agriculture, 2) state government through the University as a Land Grant Institution, which pays the salaries of academic staff and provides operating expenses for the statewide program, and 3) county governments which provide

housing, operating expenses and salaries for support staff at local Cooperative Extension Offices. Approximately 32% of Cooperative Extension's budget comes from federal sources, 51% from the State of California and 17% from the local counties.

Cooperative Extension differs from University Extension in that it is tax supported by 3 levels of government; University Extension is fee-supported, that is, clients as students pay for activities themselves.

The Cooperative Extension serves as a major information disseminating unit of the University. Staff advisors in local offices provide consultations, short courses, and meetings to approximately 20,000 people on an average day. Organizationally it is composed of 4 regional offices (Berkeley, Davis, Reedley and Riverside) and 53 county offices. Cooperative Extension staff numbers about 1335.

Although the major focus of Cooperative Extension is the agricultural industry, family and consumer services, community resource development, environmental protection and youth work involving both rural and urban groups are also part of its function. For example, in Riverside County Cooperative Extension operates a program to recruit and train nutrition aides to work with senior citizens. During 1974, this group presented 73 programs attended by 4,085 people and made 254 individual calls to the elderly.

Other activities of Cooperative Extension include, for example, the Expanded Nutrition Education Program (ENEP) to improve the nutritional status of low-income families. A similar youth nutrition program involves about 17,500 young people in 14 counties.

Practical research and problem solving in agriculture involves Cooperative Extension staff in field work on local farms. Courses and lectures stress problems connected with waste management, air, water and soil pollution, zoning, taxation, agricultural labor and rural-urban planning. Informational materials and agriculture-related curricula are developed and disseminated, many in Spanish or in Braille. Over 11,000 publications are distributed by Cooperative Extension in addition to newsletters and TV and Radio broadcasts.

4-H Programs continue to be an active educational resource of Cooperative Extension involving over 73,000 young people and about 22,000 volunteer assistants.

Community-Oriented Programs

Although UC Extension and Cooperative Extension are the formal public service arms of the University, an attempt was made in the course of this project to collect information on community outreach programs operated by the local campuses. Informal information about various student field study projects, departmental projects and faculty projects in the community was submitted to the project office in a random fashion which suggests that there are a variety of campus-based community action projects.

The UC Riverside campus provided materials on projects which can serve as an example. The following is a description of these kinds of activities:

- A Black Educational Assistance Project involves faculty supervisors and UCR students with Black students in elementary and secondary schools as well as those in continuation schools and on parole. The project serves about 150 children and their parents in an effort to build positive school-community-campus relationships for Black students.

- The Chicano Tutorial Project is similarly aimed at providing special help for bilingual-bicultural students in public schools. UCR students work with teachers and school administrators as well as the families of tutees. Sixty student tutors are currently involved.

- Project CONTACT is affiliated with the UCR Psychology Department and brings students into contact with inmates at the California Rehabilitation Center at Corona, the Banning Honor Camp, and the California Institute for Women. Personal counseling, job placement assistance, and educational programs are provided for prisoners and those recently released from prison. About 15 psychology students participate in addition to faculty.

- Student volunteers are trained to staff a telephone "helpline" which provides advice, referrals, and counseling to both UCR students and community residents. This project serves as an information center for referrals to community services of various types.

- Project Deaf provides tutoring services at the California School for the Deaf in Riverside. This project not only provides additional services to children in the school but gives UCR students in special education invaluable training.

About 160 community members are being served by about 20 tutors.

Similar kinds of projects can be found on most of the campuses. Some are funded by the Associated Students oranizations, some operate as part of Extension activities, others are part of funded research projects administered by faculty and academic departments. However, there is no centrally available source of information on the kinds, locations, personnel, or clients in these programs. The programs are generally small, temporary, and relatively autonomous.

A clearer picture of UC activities in the area of community outreach will require a survey on a campus-by-campus, department-by-department basis.

Cooperative Education

The kinds of programs which are commonly referred to as "cooperative" programs, that is paid, supervised, on-the-job experience coupled with academic and occupationally related course work, are not a very substantial part of University activities. The directory of the National Commission for Cooperative Education* lists only the Berkeley and Davis campuses as having cooperative programs. The Berkeley campus has programs in Engineering and Physical Science, however, no academic credit is granted for the related work experience. The Davis campus does offer credit and has programs in ten different fields (agriculture, applied arts, business, education, engineering, health, humanities and fine arts, physical science, social science, and vocational arts).

However, this information is probably not complete. Part of the problem in gathering information on cooperative education programs is confusion over definitions. UCLA operates an Experiential Education Program with a special Learning Center located in the Pomona Valley. This program and Center specialize in field-study and various internship experiences for students.

The emphasis of this program (and there is one rather similar to it at Berkeley called the Field Studies Program), is not so much to provide financial support and on-the-job supervision

---

*Undergraduate Programs of Cooperative Education in the United States & Canada. Cooperative Education Research Center, Northeastern University, Boston, Mass., 02115, 1974.

as to provide students with community contacts on a voluntary basis in order to get them out of the classroom and library and into the "field." An exception is the Davis Work-Learn Center which provides paid work experience for about half of the 2,000 students which it currently serves. The programs stress applied learning and some, but not all, offer academic credit for these experiences. Cooperative education programs of the kind commonly found in secondary schools, Adult Education, and Community College vocational or occupational programs are rare.

A Summary Report on a Planning Study of Cooperative Education prepared by a team at UCLA* concluded that "experiential education," i.e., courses integrating field work within an academic-credit course framework, was a more likely prospect for implementation on the campus because of faculty governance regulations, the University's calendar structure, the established curricular structure, and the interest of students.

Students, faculty, and community sponsors were surveyed as part of the planning project. The student survey indicates that career interests are emphasized twice as frequently as scholarly, creative, or social reform concerns. Interestingly, students were more interested in work-experience relevant to their major than in either credit or salary.

The faculty sample was supportive of experiential education although there was strong concern expressed over how vocational and academic orientations can be effectively brought together. One problem, identified by the study team, was connected with developing adequate means to evaluate the outcomes of off-campus experiential learning.

Community sponsor response was low, but, of those responding, one-third were interested in these programs and willing to participate.

The UCLA Center offers 85 paid internships at the Pomona Valley site, and operates a Washington, D.C. political internship program for students. Twenty percent of these internships are salaried. Fifty students in 1973-74 had internships in the State Capitol, of which 30% carried a stipend. An example of campus-based activity is the UCLA Department of English course called "Journal and Textbook Editing" which involves students in field experience in a local publishing house and the preparation of a national professional journal.

---

*Office of Experimental Education Programs, UCLA, 1974.

In addition, the federally funded University Year for Action program at UCLA provided stipends for students in community-oriented health agencies.

The Extended University programs may be regarded as a form of cooperative education since these programs enroll working students in degree programs, the content of which is often directly linked to their occupational-professional concerns. In the social services, 5 Extended University programs are of particular interest: the Human Services program at UCLA, the Social Ecology program at Irvine, the Community Studies program at Santa Cruz, the Urban Studies program at Riverside, and the Urban and Rural Studies program at San Diego.

All of the University of California campuses operate student Placement Centers to assist students in finding employment both during and after their academic training. The extent of field study, cooperative, or experiential education programs on the campuses and the connections between them and the Placement Offices could not be determined for this report and will probably require a separate survey of the 9 campuses.

Fund for the Improvement of Undergraduate Teaching

In recognition of the fact that programs for undergraduate students on a major research university campus are likely to require special encouragement, the Legislature appropriated $1 million, to be supplemented with special Regent's funds, to underwrite experimental projects on the 9 campuses designed to improve undergraduate instruction. An evaluation study of these funded projects was performed during the first year.*

In addition, the Regents have annually allocated special funds for campus innovation since 1967. There was a comprehensive

---

*Toward Excellence in Teaching, Too. A Study of the Special $1 million Fund for the Improvement of Undergraduate Instruction in the University of California, 1973-74. (James C. Stone and Sidney Sonenblum, Co-directors.)

evaluation of these projects in 1972.* Another evaluative project is currently underway and will be available in October, 1975.**

Guidelines for the use of these special funds have emphasized the improvement of teaching and, recently, projects involving the evaluation of teaching effectiveness have had a high priority. In 1973-74, half of the projects funded by the special state-supported fund were in this area.

University policy regarding use of these funds indicates that projects are to be aimed primarily at the improvement of curricula, modes of teaching and teaching effectiveness. External degree programs, off-campus instruction, community-based projects, and other forms of extended access have not been the focus of the Fund, and so its projects do not represent any deliberate attempt to experiment with alternative University policies, such as admission requirements, residency requirements, part-time scheduling, etc.

The 1973-74 evaluation study report*** states that approximately 25,000 students and 500 faculty were involved in special projects. Fifty-four new courses, 53 seminars, 74 lectures were given; 148 distinct efforts in the way of instructional improvement were attempted; 16 learning centers received support; 7 student handbooks of evaluated teaching were supported; and 6 new teacher evaluation "systems" have been either designed or improved. About half of the projects have been incorporated as a regular University activity.

The most relevant kinds of projects for the issue of expanded access are those which deal with the individualization of instruction and the development of autotutorial teaching methods for extending instruction beyond the conventional classroom. However, the 1973-74 evaluation study report**** does not break out these projects into a separate category and so it is difficult to draw conclusions about the extent of emphasis placed

---

*Innovative Projects in University Instruction-Evaluation of Projects Funded During 1968-1971, Office of the Vice-President of Academic Affairs, UC, March, 1972.

**Dr. James C. Stone, Director, Assessment and Evaluation Study of Projects for Instructional Improvement (AESOP), School of Education, UC Berkeley.

***Toward Excellence in Teaching, Too, op. cit.

**** Ibid.

on them. Generally the projects have not been high risk ventures and have been conducted within the existing curricular structure and regulations of the University.*

Two examples of special projects are the following:

- A computer-assisted course using video tape modules has been developed at UC Davis for teaching English grammar and usage. The usefulness of the method for student self-tutoring is being evaluated on the basis of a comparative analysis of student performance.

- UC San Diego has an Office of Academic Support and Student Information Services (OASIS) which has had supplementary funds. This project trains and uses peer tutors and is designed not only to coach students having difficulty in a course, but to provide feedback to faculty about the structure and effectiveness of the course. Over 1,000 students have been involved, primarily in mathematics and physical science courses.

Extended Access Programs

Disadvantaged. Special assistance for economically and educationally disadvantaged students is handled in the University through the Educational Opportunity Program (EOP) and the federally funded Trio Program which includes Talent Search, Upward Bound, and Special Services for Disadvantaged Students. Trio funds awarded to the University for 1974-75 totalled about $1.1 million and provide financial aid and educational services to 3,038 students.

The Educational Opportunity Program began in 1965-66 with 100 students on 6 campuses. In that year, the University Opportunity Fund provided a budget of $100,000 matched by contributions from the campuses. By 1973-74, the Program had grown to 7,980 students or 9.1% of the undergraduate enrollment, and a budget of $13.6 million. During this period the University graduated 3,277 EOP students.

EOP students continue to be defined as students who, on being admitted to the University, require one or more of the following services: 1) augmented admissions services including

---

*Ibid.

admission by special action; 2) counseling and/or tutoring services; and 3) financial aid.

The ethnic composition of University EOP students in 1973-74 was approximately as follows:

Black	34.1%
Chicano	30.1%
Asian	15.2%
American Indian	.5%
White, foreign, other	20.1%
	100.0%

The campuses make recruiting efforts chiefly in cooperation with local high schools and community colleges in order to provide potential students with information about EOP services. In 1973-74, 6,161 students applied for University admission; 3,978 were accepted. About 65% of these students were academically eligible, while about 35% were admitted by special university action with deficiencies in either subject requirements or grade point averages.

Students with academic deficiencies are provided with orientation programs and special counseling which includes peer counseling and tutoring.

UCLA operates an Academic Advancement Program. This program provides a tutorial center with free-of-charge help in almost every academic course. In some cases, autotutorial educational materials are used, for example, audio-visual cassettes or programmed instruction; in other cases, group seminars or one-to-one peer tutoring provide the extra instruction.

The San Diego campus provides student tutors who are faculty nominated and who are required to take a training program. Tutors are paid $100 per quarter. They are expected to provide a needed link between teacher and students in monitoring the success and progress of the class.

The Irvine campus offers seminars to students, in cooperation with the faculty, in how to study, how to take tests and how to do library and other research work. Counseling sessions are aimed at the anxiety problems which affect disadvantaged students and give them additional help in negotiating the bureaucratic complexities of university life.

Financial aid is basic to EOP and, in 1973-74, 83% of the students had some assistance from University controlled

sources. In addition, some students received federal Basic Educational Opportunity Grants and State Scholarship and Loan Commission grants. The total cost of student support services (exclusive of financial aid) in 1973-74 amounted to a little over $2 million, which included salaries for 177 full-time staff and 272 part-time employees, chiefly student assistants.

The EOP administrative structure varies among the campuses and is quite decentralized. The various components of EOP (financial aid, counseling, job placement, tutoring, etc.) are usually broken down and incorporated into the on-going student support programs of the campus. At UC Davis, a pilot project with the Los Rios Community College District (American River, Cosumnes River, and Sacramento City Colleges) was recently started. The purpose of the project is to provide an identified group of low-income/disadvantaged students with the necessary support services so that they can complete the prerequisite courses for transfer to Davis. The students will be guaranteed admission to Davis and access to Davis' support services upon completion of 56 semester/86 quarter units at the community college. This project represents an attempt to improve not only academic articulation between segments, but psychological articulation for students as well.

Another aspect of Davis EOP is the Summer Enrichment Program. A core curriculum in English, mathematics and study skills is incorporated into a diagnostic testing and counseling program in order to help students identify their problems and improve them before beginning regular academic course work.

A Learning Center, offering tutorial help; a Cultural Center which offers orientation, information, communication networks and peer group support; and a Minority Intern Program are additional parts of the Davis EOP support services.

All of the UC campuses operate roughly similar types of support programs.

Senior Citizens. All of the UC campuses, with the exception of Riverside and San Francisco, report that less than 1% of their enrolled students are over 45 years of age. Riverside and San Francisco each report that about 2% of their enrollees are over 45. The number of older adults in some Extended University programs is higher, for example 50% of the Extended University students at Santa Cruz are over 45.

San Diego, Berkeley, and UCLA Extension Divisions report

special programs for older adults. San Diego Extension has the Institute for Retired Persons and the Berkeley Extension sponsors a San Francisco Center for Learning in Retirement. Both of these programs are for community people. The UCLA Emeriti Center is for campus personnel who want or need advice about their retirement from the UC system.

Most of the campuses have academic programs of one kind or another which train people for careers in work with the aging. However, these programs are not necessarily designed to include older adults themselves.

UCLA Extension provides a 50% fee reduction in daytime and evening Extension courses for persons 65 or older, as does Santa Barbara. Four other campuses report some limited fee reduction for older adults in Extension or Arts and Lectures activities.

One unusual program is the Senior Citizens Nutrition Program operated by the UC Riverside Food Service. Lunches for senior citizens are provided daily at four different park sites. One group is predominantly Black, one is predominantly Chicano, and the other two are racially mixed. About 300 citizens are involved in these programs. Money for this effort comes from a federal grant to the State administered by the City of Riverside.

Handicapped. George Cantu from the Office of the Vice-President for University Relations reports that there is no centrally available information on the extent of services for the handicapped, nor on the extent of barriers for handicapped students in the use of UC campus facilities. It is known informally that the Berkeley and Riverside campuses have active programs for disabled students. The Riverside program is coordinated with a special Veteran's Outreach project. In addition, the Community Affairs Board at UC Santa Barbara includes, as part of its activities, special programs and services for the physically disabled both on and off the campus. The Community Affairs Board is an Associated Students project.

Disabled students on the Berkeley campus have been active and visible in campus, local, and statewide associations for the handicapped. It is probable that additional information on available services and on the needs of the handicapped can be supplied by these groups, for example, the Center for Independent Living in Berkeley or the California League for the Handicapped.

Women. Five of the 9 UC campuses have Women's Centers and a sixth is in the process of implementing one. The Berkeley, Davis, Los Angeles, and Santa Barbara campuses operate centers which focus on individual and group counseling, academic advising, referrals for special needs and the sponsorship of various kinds of workshops and special short programs designed for and by women. The Irvine campus operates its Women's Opportunity Center through the Extension Division.

UC Riverside is currently developing a women's program which will consist basically of pre-admission counseling, academic advising about courses and credits, career planning and counseling about financial aid and child care availability. A Riverside Community Women's Center has been active since 1972 and includes an on-campus group which has been active in initiating a more formal set of services for both campus and community women. About 20 UCR students and 16 community volunteers have been involved.

UC Santa Cruz has its Oakes College which is oriented toward Third World studies and includes an emphasis on women's studies.

A number of campus departments sponsor courses and activities under the heading of women's studies; however, no central information on the extent of these activities or on the number of people served is available from the segment. For example, UCLA Extension sponsors a course which trains women to counsel other women on re-entry opportunities. This program, called the AWARE Advisory Program, is supervised by Barbara McGowan of the UCLA Office of Counseling and Psychological Services.

Summary and Comment

The UC segment enrolls about 125,000 students each year of which approximately 88,000 are undergraduates. At the undergraduate level the overall participation rate of women is about 45% and the participation of the various ethnic minorities is about 21%.

The campuses continue to be organized around the requirements of full-time residence study although a new Regents' policy has established a 25% fee reduction for students taking less than 9 quarter units of course work. The formal vehicle for part-time degree study is the Extended University which currently enrolls 1,653 students of which 752 are undergraduates.

The Extended University includes off-campus instruction although about half of the activities of the Extended University are campus based.

Most of the segment's off-campus instruction takes place through University Extension. The percentage of courses offered off-campus is an estimate by the local campus Extension deans, but it appears that, on the average, about two-thirds of all Extension activities take place in community sites.

UC Extension has no formal admissions requirements and it is possible for students to transfer credit to subsequent degree programs once they are matriculated. However, recent surveys of the characteristics of Extension students indicate that the clientele served is primarily a post-graduate professsional group.

The number of UC Extension registrations in 1973-74 was a little over 375,000. A headcount figure is not compiled by UC Extension. However, an estimated headcount enrollment, based on FTE calculations and the number of registrations, suggests that approximately 270,000 people are annually served in Extension programs.

Cooperative (Agricultural) Extension adds substantial numbers of people to this figure; however, no headcount figure could be estimated for Cooperative Extension due to the varied nature of Cooperative Extension activities. Generally it is difficult to translate University Extension activities into a reliable figure of annual numbers of people served.

Cooperative Educational Programs, i.e., earning-learning educational projects, which bear no relationship to Cooperative (Agricultural) Extension, are not wide-spread in University undergraduate education. Most of what can be labeled "cooperative education" is called "experiential education" within the segment. Experiential education attempts to relate student field work to the academic course-credit framework of degree programs and stresses work for credit rather than work for salary. Since the orientation of the University community is academic and/or professional rather than occupational, cooperative education programs have not received a strong emphasis.

Community service programs in the University segment are difficult to categorize. The University has a formal public

service function as a land grant institution and, historically, public service programs have been synonomous with University Extension and Agricultural Extension. More recent definitions of "community service," such as community-based education, community out-reach programs, and community development projects, are not readily assimilated to the academic structure of the University. There are examples of these more recent kinds of community service programs on various campuses, but a lack of centrally accessible information makes it difficult to determine how widespread these community-based efforts are. Since the University is oriented toward the state-as-a-whole rather than toward the local campus community, it is questionable whether program definitions that are common in the Community College segment, for example, are applicable to University programs.

Compensatory education is conducted chiefly under the auspices of the Educational Opportunity Program and the federal Trio programs. In 1973-74, almost 8,000 students were involved in special programs providing educational as well as financial assistance. Special programs for women and ethnic minorities are becoming more common in the University as a result of affirmative action. However, the relationships of affirmative action, selective admissions standards and compensatory educational programs remain a source of conflict both inside and outside of the University.

Senior citizens and the physically handicapped are two underserved groups which have recently received public recognition. The Extended University provides one kind of option for older adults; another is Extension for non-degree study. However, there appears to be little in the way of formal special support services in the University to encourage either senior adults or physically handicapped students to enroll.

Individualized instruction appears to be limited to autotutorial methods and some utilization of programmed instruction on the campuses. Information on the extent of application of these educational methods was not possible to obtain. The Extended University programs make somewhat greater use of individualizing methods, including television, audio-visual aids and independent study than do regular degree programs. However, the individual learning contract and competency-based evaluative techniques do not appear to be much utilized within the segment.

In general, innovations in scheduling, admissions criteria, geographical location, and community inputs appear to be very

limited in the UC segment. There are two major program areas in which experimentation is occurring. The Extended University is directed toward increasing opportunities for degree-oriented students who cannot avail themselves of full-time residence programs. University Extension offers a wide range of client and community responsive non-degree courses, most of which are at off-campus sites.

VI. INDEPENDENT COLLEGES AND UNIVERSITIES

There are 83 accredited independent two and four-year colleges and universities in California. All together they enroll approximately 141,000 students.

Of these 83 colleges and universities, 54 are members of the Association for Independent California Colleges and Universities (AICCU). This organization provides the only central information source for a group of schools which are highly diverse, autonomous, and resistant to regulatory intervention. AICCU member organizations account for all but about 6000 of the students in the segment, therefore information from AICCU may be considered representative of the accredited independent colleges.

Enrollment

In 1973-74, AICCU organizations enrolled 135,332 students in the following categories:

Full-time undergraduates	67,116	49.6%
Part-time undergraduates	20,025	14.8%
Full-time graduates	13,600	10.1%
Part-time graduates	22,207	16.4%
Professional schools	12,384	9.1%
Total	135,332	100.0%

Participation of ethnic minorities is as follows:

Black	6.2%
Spanish speaking	5.3%
Asian	4.9%
Native American	.5%
Other	1.5%
Total	18.4%

Generally, segment-wide data says very little. For example, information on the participation ratio of women may be affected by the fact that some independent colleges are single-sex schools. The independent colleges vary so much in terms of size, specialty, type of program, philosophy, and clientele that aggregated information is likely to be misleading rather than informative.

Types of Organizations

AICCU breaks down its member organizations into six categories:

1. Universities with Ph.D. level instruction and substantial graduate enrollments. Examples: Stanford; University of Southern California.

2. Smaller universities with comprehensive programs at the undergraduate and graduate level. Examples: Pepperdine; University of the Pacific.

3. Liberal arts colleges with over $4 million endowment. Examples: Mills College; Pomona.

4. Liberal arts colleges with less than $4 million endowment and more than 800 enrolless. Example: Chapman; Mount Saint Mary's.

5. Liberal arts colleges with less than 800 enrollees. Examples: Lone Mountain; Immaculate Heart.

6. Specialty, non-profit colleges. Examples: California College of Arts and Crafts; Golden Gate University.

Thirty of the 54 AICUU member organizations are liberal arts colleges (categories 3, 4, and 5). Eleven are specialty schools; 12 are universities with graduate and professional schools.

Each year, independent colleges and universities award approximately 20% of the bachelor's degrees in California, 38% of the master's degrees and 63% of the professional degrees.

The independent colleges and universities are free of direct governmental control and, as a result, they are free to both establish their own goals and free to formulate policies, programs, and budgets in terms of these goals. This means they have greater freedom to innovate than do state regulated schools. External degrees, individualized learning contracts, flexible scheduling and numerous other postsecondary innovations have been pioneered in the independent segment. Interesting and successful innovations have been later adopted in the public segments. It is important to recognize that the independent colleges have been performing a valuable research and development function for all kinds of postsecondary institutions. The independent colleges and universities greatly increase the number and diversity of postsecondary educational options for Californians.

However, the very diversity and autonomy that is such an important asset in independent education presents problems for the information gatherer. Since each campus is separately administered there is no central source of detailed information. Furthermore, institutions and programs are seldom comparable. As a result, each individual college and its special programs should be described separately in order to do justice to the variety inherent in the segment. Since this is impossible, the following information is sketchy and regretably incomplete.

External Degree Programs

During the Spring of 1972, the California Coordinating Council for Higher Education surveyed the independent segment.* At that time, 9 institutions were offering 39 different degree programs which were available at off-campus sites. They ranged from baccalureate degrees in English, history or mathematics to master's degrees in several fields and a doctor of education (Ed.D) program. An additional 4 institutions offered some off-campus degree-related instruction. Over 12,000 registrations were recorded at 77 different locations.

Between 1966-67 and 1970-71, 215 bachelor's degrees and 826 master's degrees were awarded externally by the segment. Three campuses-- Golden Gate University in San Francisco, Chapman College in Orange and University of Southern California in Los Angeles have extensive external programs which range, geographically, over the entire state. Maps showing the type and location of external degree programs identified in the Council report are included as Figures 1-6 in Appendix E. These maps demonstrate that the independent segment has by far the most extensive external degree activity of any of the segments. Furthermore, the number of institutions, programs and locations has increased since 1972.

For example, Chapman College has increased its off-campus

---

*A Preliminary Study of External Degree Programs in California, Council report 73-5, June 1973.

instructional locations from 17 in 1972 to 23 in 1975 and its external enrollment from 2073 in 1972 to 3900 in 1975. These programs are run primarily on military bases.

Several colleges not reporting external degrees in 1972 now have them. Lone Mountain College in San Francisco now has 325 external degree students of whom 145 are ethnic minorities. University of Redlands now has 710 undergraduate students involved at 21 off-campus locations in an interdisciplinary liberal arts B.A. program. All of these students are over the age of 25 and all are enrolled part-time.

Both University of the Pacific in Stockton and Johnston College at University of Redlands are part of the University Without Walls consortium and offer external programs. Immaculate Heart College has new B.A. and B.S. external degree programs. Loyola Marymount has a B.S. degree program at 2 external locations.

The staff of AICCU attempted to systematically update the Council's 1972 survey. However, non-response from several of the campuses with large off-campus enrollments make it impossible to draw any conclusions about the actual overall California enrollment in independent external degree programs. Furthermore, enrollment is not limited to programs within the state. La Verne is a small liberal arts college with an on-campus enrollment of approximately 1,000. However, La Verne operates extensive off-campus programs, regional clusters, continuing education programs, and field study of an international scope. La Verne's total enrollment worldwide reaches about 40,000 students.

Non-Degree Off-Campus Instruction

Several of the independent colleges and universities operate non-degree extension programs. Pepperdine enrolls approximately 20,000 in its continuing education program; La Verne enrolls about 24,000. Other colleges with continuing education programs are: University of Southern California, University of Santa Clara, Loma Linda in Riverside, Azuza Pacific, Dominican College in San Rafael, Holy Names in Oakland and College of Notre Dame in Belmont. Enrollment figures for these programs were not consistently available. Furthermore, these institutions may not be exhaustive of independent college and university non-degree extension programs. For example, the community needs analysis, conducted by Richard

Peterson,* discovered that Pacific College in Fresno and the Fuller Theological Seminary in Pasadena offer extension courses in the Bakersfield area. These programs were not reported to this project by the colleges.

Cooperative Education

Four institutions with long-standing cooperative education programs are identified in the 1974 directory of the National Commission for Cooperative Education.** These are Golden Gate University in San Francisco, Johnston College in Redlands, University of the Pacific in Stockton, and University of Southern California in Los Angeles. However, this particular reference has proved to be inadequate with respect to the other educational segments. There is reason to suspect that the cooperative education concept has been incorporated into programs in many independent institutions. For example, Dominican College in San Rafael is developing several pre-professional programs designed to bridge the gap between the campus and the career world. One, a Legal Assistant Program, complements a liberal arts major with courses in general law, legal research, probate and legal specialties, and an internship in a law office. The program, which was developed with the help of the San Francisco and Marin County Bar Associations, prepares students to do legal research, conduct preliminary client interviews, and perform other para-professional tasks.

Field work in social agencies is a part of social service career programs at Dominican. Students do on-the-job training in welfare and drug rehabilitation, in schools for the mentally retarded, in school counseling centers, juvenile halls, convalescent homes, hospitals and probation departments.

Both Pepperdine and University of Redlands have sponsored field study for students under the federal University Year for Action (UYA) program. Pepperdine had 54 undergraduate students in 15 sponsoring social agencies in the Los Angeles

---

*Richard E. Peterson, et al. Community Needs for Postsecondary Alternatives. First Technical Report, Part Two, Postsecondary Alternatives Study, California Legislature, September, 1975, p. 53.

**Undergraduate Programs of Cooperative Education in the United States and Canada, Boston, Mass., 1974.

area; Redlands had 40 students in agencies in a consortium program which also involves students at San Bernardino Valley Community College.

The following campuses report some form of cooperative education programs: Woodbury, Chapman, Pitzer, Northrop, University of Santa Clara, University of Redlands, Loyola Marymount, Pacific Union at Angwin and Lone Mountain. The majority of independent colleges which responded to the AICCU survey have students in various kinds of field study or internship programs. Some speciality colleges, like West Coast University, have the concept of cooperative education built into the entire educational framework of the school.

There is no information available on the extent to which independent colleges and universities are involved in vocational or occupational education. However, since the independent segment grants approximately 63% of the professional degrees in California, it is safe to assume that applied educational programs are as pervasive as liberal arts academic programs.

Individualized Study

The capacity of the small independent colleges to respond to individual student needs is a big part of their appeal. Of the 22 colleges responding to the AICCU survey, 17 featured student developed curricula or self-designed courses of study. Sixteen provided for credit by examination and credit for life experience. Other colleges which did not respond to the survey are known to have highly individualized programs.

Although the actual facts and figures are hard to produce, it is probably safe to say that individualized programs are characteristic of independent colleges and universities. This is particularly true of the smaller schools (under 800 enrollment). Frequently, individualizing methods are part of off-campus external degree programs.

Innovation

Numerous interesting programs in the independent segment were described on the AICCU survey forms. Most of these programs are hard to categorize because they combine a number of elements and each program is unique. Some are aimed at specific population groups, such as working adults. Others are innovative in their content, methods or philosophy

and have appeal for a heterogeneous student population. The following are brief descriptions of some programs that are indicative of activities in the independent segment:

- The Pitzer College New Resources Program is designed for returning or older students who seek undergraduate degrees or experiences previously missed. It consists of a personalized degree program with the degree requirements dependent upon life experiences, transfer courses, demonstration of learning, and individual interests.

- The La Verne College Accelerated Program for Adults (LVCAPA) is also an individualized program combining external and on-campus evening and week-end classwork, independent study, challenge examinations, and credit for life experience and prior learning.

- Mt. Saint Mary's College features a special B.A. program for Cuban refugees which provides special supportive services and language training.

- Loyola Marymount's ENCORE program is designed to offer supportive services for women over 25 who have been away from education and who are just beginning college.

- Dominican College Educational Center for Curricular Innovation, supported in part by the San Francisco foundation, has been in operation for a year and a half. It offers a personalized social and academic skills program for handicapped children and adults; materials workshops for teachers of the handicapped; materials borrowing and instruction in their use for parents. At present, approximately 65 handicapped children and adults are being served through the Center, either on campus, at a school, or at home. Recently added to the many disability categories in which the Center offers direct or indirect services is the area of schizophrenia. Dominican is working with five residents of Marin Lodge, a halfway house for schizophrenics, with the hope of increasing their academic skills in preparation for attending a community college or other advanced educational setting.

- Scripps College offers seminars in career planning for its students. Seminars meet for 16 weeks,

3 hours per week. Students are helped to determine their career abilities, skills, interests, and life styles. Instruction in interviewing, resume writing, making contracts, etc. are taught by career counselors from Scripps, Pomona and Pitzer. Scripps is planning a special program for 1975-76 which will combine career internships with liberal arts study in the humanities.

- Lone Mountain College offers off-campus tutorials with non-college faculty who have specialized professional skills. The external degree master's program in Community Development and Public Service utilizes a wide range of community sponsored activities, workshops, internships and services as part of the student's degree program.

- Chapman College has, for 10 years, operated an educational program aboard an Orient Overseas Line Cruise ship which has been renamed the S.S.Universe Campus. For example, one cruise to the Carribbean and Latin America emphasizes political structures, cultures, religious attitudes and economic problems in the various ports of call.

- University of San Francisco has a weekend college which offers 21 different courses. Terms last for 8 weeks and students can register on the spot or by phoning a 24 hour telephone number.

- The University of San Diego Evening College offers complete undergraduate degree programs in business administration, history, political science and religious studies for evening students. Several master's level degree programs are available as well.

- Azusa Pacific has launched its Universal College Program in cooperation with four out-of-state colleges. The instructional program of A.A. degree study is campus free and features video cassette materials. Each student, once enrolled, receives a video playback machine. Students take their examinations at the campus center where they are also provided with new materials, counseling and meetings with other students in the program. The program is self-paced and evaluation of students' progress is based on their tested competencies.

- Johnston College at University of Redlands has operated a model community action program under the auspices of the federally funded University Year for Action program (UYA). Students in UYA contract to spend one full year in service to the community while receiving academic support and credit, plus a modest stipend for living expenses in the field. The Johnston project concentrates on tutoring and counseling disadvantaged students in cooperation with local school districts, a legal aid clinic, a drug abuse counseling clinic in the Redlands Salvation Army building, the organization of a Spanish-speaking senior citizens group and a major involvement in the Juvenile Intake Center of the Riverside Probation Department at Indio. The Indio project was singled out as a model for UYA projects and has received national publicity.

- Golden Gate University in San Francisco offers the Televised M.B.A. (Master's Degree in Business Administration). The Association for Continuing Education, a non-profit corporation whose members consist of some 34 Bay Area corporations, offers a variety of live closed-circuit television educational courses to employees of the member firms using the facilities of the Stanford Instructional Television network with studios at Stanford University.* In the Fall of 1970, Golden Gate was invited to offer, under contract with ACE, an M.B.A. program over this network. The instructor is televised live from the studio to receiving sets at the member firms. A two-way audio system allows instant communication between instructor and students. The purpose of this program is to enable people employed in major Bay Area firms to earn an M.B.A. degree by attending early morning, noon-hour and late afternoon classes on their company premises. The curriculum is the same as that offered on campus though somewhat narrower in scope. In fall of 1974, 96 students were enrolled.

- Mount Saint Mary's College has an Educational Alternative Program which includes self-initiated courses, independent research and study projects, tutorials, group cultural experiences and community service experiences. Degree programs are individually designed.

---

* See Clark and Rubin, Instructional Technology and Media for Postsecondary Alternatives, Fourth Technical Report, Postsecondary Alternatives Study, California Legislature, September, 1975, pp. 31-34.

- West Coast University offers the B.S. and M.S. degrees in business and industrial technology in evening programs that are specifically designed for mid-career adults. The emphasis is on intensive applied instruction. West Coast has been operating as a specialized evening college for 20 years.

The programs described above are merely suggestive; many additional examples could have been given.

Consortia

There are several instances in the independent segment where colleges have joined resources in consortia, particularly for sharing of computer and library facilities. Some of these consortia are intersegmental, for example, the Library Resource Sharing consortium which includes University of Southern California, UCLA, and the California Institute of Technology. Stanford is the base for a Regional Computing Network involving a number of institutions in the Northern California area. California College of Arts and Crafts is a member of a 10 college consortium of independent colleges of art.

Instructional consortia can also be found usually involving 2 or 3 campuses. For example Immaculate Heart has cooperative programs with CalTech and Antioch College/West.

No systematic information on consortia is available from this segment, however.

University Without Walls

The University Without Walls is the educational program which focused national attention on the concept of the external degree. The University Without Walls (UWW) is a national program sponsored by a national consortium called the Union for Experimenting Colleges and Universities.

Organized in 1970 with seed money from the U.S. Office of Education and a supplemental grant from the Ford Foundation, UWW programs nationwide enroll approximately 5,000 students. In California, 535 undergraduates were enrolled in member schools in the Fall of 1974.

The Union for Experimenting Colleges and Universities also operates the Union Graduate School, a program which is the doctoral level equivalent of the undergraduate UWW program. No enrollment figures at the graduate level were available for California.

There are currently 34 colleges and universities involved in the national UWW network, although over 40 organizations, including a variety of social-service agencies, have applied for membership. It can be expected that the UWW network will continue to grow.

In California, there are six UWW centers:

Antioch College/West
UWW/Berkeley
Johnston College at Redlands
University of the Pacific
Universidad de Campesinos Libres (Fresno)
Pitzer College*

Of the 535 undergraduates enrolled in California, approximately 90% are enrolled in Antioch/West and UWW/Berkeley. The UWW/Berkeley is an independent campus which was originally begun as a California center of Westminster College in Missouri. However, UWW/Berkeley has since established itself as an independent campus. It specializes in multi-cultural education and its enrollment and staff are about one-third Black, one-third Spanish-speaking and one-third Anglo.

Antioch College/West was the first of the California UWW Centers and has the most extensive program in California. Opened in San Francisco in September of 1971, Antioch/West has grown to include programs in Los Angeles, Camarillo and Mill Valley, with special groups in Vancouver (British Columbia), Corpus Christi (Texas), Deer Creek (Utah) and Honolulu (Hawaii).

Antioch/West students major in several types of undergraduate educational programs including social services, psychology, communications, education, arts and design, administration

---

*Pitzer College is a member, but as yet has no UWW program.

and an interdisciplinary area. At the master's level, major programs are psychology, urban studies and planning, ecosystems, management and health sciences administration. About half of Antioch/West's students are in psychology and human relations-related programs. Women students are more numerous, comprising 65% of the graduates in 1973-74. The mean age of Antioch/West students is 33.5 with range from 20 to 56.

The educational focus of Antioch/West is on the problems of planning and improving the total human environment. Students design their own programs by developing an individualized earning contract with the Antioch/West faculty and staff. Through the use of internships, apprenticeships, projects, seminars with central staff and adjunct faculty, independent activities and access to Antioch/West programs and area learning resources, undergraduate students create their own unique educational programs. Master's level students complete a set of core courses and design an individualized contract for the remainder of their program.

Both University Without Walls and the Union Graduate School have received national recognition and are accredited by the North Central Association of Colleges and Secondary Schools. This represents the first time that a consortium itself has been accredited as a degree-granting institution. However, the far-flung national and international operation of this consortium network has created a good deal of confusion concerning the accreditation status of various member campuses and centers. It is not clear whether each separate center should be accredited by the regional association governing the area in which it operates or whether acceptance of a center or campus into affiliation with the network is sufficient to establish accreditation. At any rate, the University Without Walls and Union Graduate School enterprise represents a considerable departure from the traditional time- and place-bound notions of education.

Out-of-State Based Colleges and Universities

Following the lead of the national consortium of the Union for Experimenting Colleges and Universities, which has established a national student base in its University Without Wallls, a number of out-of-state colleges have opened satellite centers or external degree programs in California.

Dr. Kay Anderson of the Western Association of Schools and colleges reports that he is aware of 4 such colleges operating in California. Antioch College (Ohio), Goddard College (Vermont), the University of Northern Colorado and Nova University (Florida).

A 1972 survey of external degree programs in California by the California Coordinating Council for Higher Education* listed seven additional schools offering degree programs in California:

Brigham Young University (Utah)
Texas State Technical Institute
University of Maryland
University of Massachusetts
University of Oklahoma
University of Southern Illinois
University of Utah

Informal information suggests that the number of out-of-state based schools enrolling California students is probably greater. A recent advertisement in the San Francisco Chronicle indicates that it is possible for California students to enroll in an external bachelor's degree program in business or public administration offered by Upper Iowa University, an independent university accredited by the North Central Association of Colleges and Secondary Schools. It was reported that Carroll College, a small independent liberal arts college in Montana, is operating a center in Sacramento.

Similarly, it can be assumed that California's independent colleges enroll students residing in other states in their external degrees programs although no source of information could be identified which could specify how many colleges have out-of-state degree programs. La Verne, Chapman, Golden Gate, the Fielding Institute, and Pitzer are known to have national and international enrollments in off-campus study.

---

*A Preliminary Study of External Degree Programs in California, CCHE Report 73-5, June 1973.

New, Non-accredited Colleges

Because of an increased interest in postsecondary innovation in the late 1960's, a number of totally new private colleges have been founded as "alternatives" to traditional institutions. Most emphasize highly experimental forms of education since, in the competition for funding and students, new schools must be able to offer a kind of education not readily available in established institutions.

Under California law it is relatively easy to found a college. An application to the Bureau of School Approvals and the filing of an affadavit establishing $50,000 of assets is basically all that is required to begin operation under the provision of Division 21, Chapter 1, section 29023, subdivision (a)(3) of the California Education Code.

The Bureau of School Approvals reports that as of December, 1974, there were 51 degree-granting California colleges operating as"(a)(3)"schools. About half of these schools offer religious instruction and, as such, are exempt under the provision of section 29020 of the Code, from the general requirements governing the approval of academic degree-granting schools. The remaining schools, offering academic degrees, are legally empowered to continue operation as"(a)(3)" schools; however, their competitive survival is unlikely unless they are able to establish additional accreditation or approval status either through the Superintendent of Public Instruction* or through a nationally recognized accrediting body.**

Institutions approved by the State Superintendent of Public Instruction, called "(a)(2)" approval, currently includes 22 schools and colleges, most of which are specialty colleges (law, engineering, theology, psychology, business, (etc.). Although this form of state approval does not constitute eligibility for programs requiring federally recognized accreditation, graduates of "(a)(2)" colleges are able to apply for state licensing examinations in various fields.

---

*section 29023 subdivision (a)(2)

**section 29023 subdivision (a)(1)

The Bureau of School Approvals is not able to supply information on the number of new colleges which subsequently go out of business before establishing full accreditation status. The problem which new private colleges face is a period of time - probably from 2 to 4 years - in which they must develop academic programs, build a tuition-paying student body, and establish educational credibility before initiating the accreditation process. During the period in which they are non-accredited, they, and their students, are ineligible for various kinds of financial assistance available to accredited schools.

The major accrediting body for California degree-grating institutions is the Western Association of Schools and Colleges, a nationally recognized private regional accrediting organization. Neither the Bureau of School Approvals nor the State Superintendent or Public Instruction are recognized by the United States Office of Education as accrediting organizations. If a new college is able to achieve accreditation under the terms established by the Western Association, its financial opportunities and competitive status are dramatically improved. If the school fails to achieve accreditation, or at least Candidate (preliminary) status, it is unlikely that it can continue to function. For this reason, the accreditation criteria established by the Western Association of Schools and Colleges has a critical impact upon the survival of new, alternative, and experimental colleges.

Understandably, there is a general concern with the possibility that "new" schools are nothing but "diploma mills." The official function of accrediting bodies is the maintenance of academic legitimacy and the protection of students from nefarious practices. However, another aspect of accreditation practices is the possibility that non-traditional educational organizations are being evaluated according to guidelines that are not entirely appropriate to them. The effect, then, is the constraint of alternatives. The accreditation process becomes politically complex when it is recognized that new schools are frequently established in opposition to traditional practices. Some of the new schools are organized by and for ethnic minority groups who feel that they are being ill-served by traditional institutions. Most all new schools are, in some way, controversial.

There is no centrally available listing of "alternative," not-yet fully accredited California colleges. The Office of New Degree Programs, at the Educational Testing Service in

Princeton, has attempted to keep a current list of schools offering innovative educational options. However, the status of new schools changes so swiftly that lists are continuously out-of-date. The following are examples, but not a complete listing, of new undergraduate degree-granting colleges in California. Information has been drawn from lists supplied by the Office of New Degree Programs, the Bureau of School Approvals, and the Western Association of Schools and Colleges.

- Common College in Woodside is a 2 year college, granting an A.A. degree. Its brochure states that "although the College operates intentionally without courses, units, grades, standard units of measurement, students continuously evaluate themselves in the light of their own immediate and long range goals. Speaking up in groups, learning to follow an extended metaphor, doing something about Bay Area ecology or transferring to the University of California can be goals. Careful records are kept of individual and group projects and quarterly reports are made to the College on activities and learning. These reports and student selected materials form student portfolios, the records of student work. At the end of a period of study, course, unit, and grade equivalents are available for transferring students at their request." The clientele it seeks to serve are men and women who "for a variety of reasons (i.e., institutional inability to provide flexible scheduling and programs, lack of recognition of special learning styles, inflexibility of crediting life experiences as educational, and many more) could profit from higher education but have been kept from it or have dropped out of it."

  International College in Los Angeles operates a liberal arts program on the European model. Students apply directly to the professors in order to take a course of independent study. Professors include a variety of well-known names, such as Buckminster Fuller, (Anticipatory Design Science), John Whitney (Computer Graphic/Music), Anais Nin (Diary and Novel Writing), Bertrand de Jouvenal (Futuristics), etc. A number of courses are international. For example: "In cooperation with Ivan Illich and the staff of Centro Intercultural de Documentation, International Community College will offer undergraduates and graduates an opportunity

to earn academic credits for independent studies at CIDOC, Cuernevaca, Mexico. Participants will be simultaneously enrolled in the program of CIDOC, The Institute for Contemporary Latin America, or the associated Language School and as matriculated students of the College." In this program, International College functions as a brokerage service for bringing students and experts together.

- World College West in San Rafael is a work-study program in which students attend seminars for 15 hours per week and work 20 hours per week. Classes during the 12 week term include a Writing Workshop, a course in Language as Process, a philosophical study of Self and World and a regular Work Seminar in which students look at economics, sociology and other aspects of the world of work, thereby relating their studies to the job they hold.

- National University in San Diego concentrates on programs in business and public administration for adult students. Classes are scheduled completely in the evening and on Saturday, often at the students' place of work. Military personnel form a large proportion of the student body. (National University is recognized as a Candidate for accreditation by WASC.)

- John F. Kennedy University in Martinez specializes in upper division and graduate applied professional and paraprofessional programs which relate directly to career advancement. Classes are offered in the evenings and on week-ends to accomodate older working adults. Individualized programs and certificate programs are available, as well as degree programs in General Studies, Management, Graduate Professional Psychology and Law. (The University is recognized by WASC as a Candidate for accreditation.)

- Universidad de Aztlan, which began its operation in the fall of 1971, is still in the process of developing its overall program and components, as well as developing its analysis of and alternatives to the present system. Both Colegio de la Tierra, which is the junior college program, and Colegio del Sol, the B.A. program, are located in Del Rey, eight miles from Fresno. The concept of la Universidad is that the

campus of the institution is the community itself and therefore community projects are the main thrust of the program. These projects range from a health clinic in Five Points to the development of an Escuelita and a welfare rights committee.

- D-Q University, in Davis, is designed to serve the educational needs of Chicano and Native American college students. Its roots date back to 1915, when the idea of an indigenous university was conceived. At that time, Chicanos and Native Americans occupied the site and began court action to have the land turned over to them. Upon receipt of the land, classes immediately began. The University is presently structured around two graduate schools, Black Elk and Quetzalcoatl Colleges; the undergraduate school, Tiburcio Vasquez; and a health sciences school, Carlos Montezuma. Independent studies are also available and students from as far away as Alaska and Mexico participate. (Recognized as a Candidate for WASC accreditation.)

- Nairobi College in East Palo Alto is a 2 year college for Black students, the majority of whom are low-income. One-third of the approximately 250 students are over 30. Career skills are stressed. The college operates a program for ex-offenders and runs cultural programs for the local Black Community. (Recognized as a Candidate for WASC accreditation).

- New College of California in Sausalito is a private liberal arts and law school. (Recognized as a Candidate for WASC accreditation).

- Windsor University in Los Angeles is a College for Black students which has recently received publicity due to its difficulties with accreditation.

- University Without Walls, Berkeley, is a Third World College offering bachelors' and masters' degrees. Formerly a member of the Union of Experimenting Colleges and Universities, which is accredited by the North Central Association of Colleges and Secondary Schools, the UWW Berkeley has recently sought independent status and independent regional

accreditation. It is a Candidate for WASC accreditation.

Dr. Kay Anderson, Executive Director of the WASC Accrediting Commission for Senior Colleges, reports that, in 1974, 6 institutions applied for candidacy. This figure has been the average annual number of applications from 4-year schools but it is twice as many as five years ago. Ten years ago only one or two colleges each year applied for candidacy as new institutions.

Summary and Comment

The independent segment includes 83 two-and four-year colleges and universities which are accredited by the Western Association of Schools and Colleges, 23 schools/colleges approved as "(a)(2)" colleges by the State Superintendent of Public Instruction, and 51 "(a)(3)" colleges/schools recorded by the Bureau of School Approvals. In addition, there are at least 12 out-of-state colleges operating learning centers in California.

Enrollment figures are available only for the colleges accredited by the Western Association. These 83 colleges enroll approximately 141,000 students. The other 74 colleges are generally small, enrolling anywhere from ten to a few hundred students. However, if each enrolls on an average of 50 students, they add about 3700 students to the segment's total. In total, about 145,000 students are enrolled in California's independent colleges and universities.

These 157-plus colleges are extraordinarily diverse and many of them represent substantial departures from conventional postsecondary educational practices. Usually they are expensive to attend, since instructional costs are borne by the students.

Since a centralized information source does not exist which can provide overall facts and figures about the segment, descriptions of segment activities tend to be impressionistic. Furthermore, aggregated data may not actually be representative. For example, the member colleges of the Association for Independent Colleges and Universities (AICCU) report that about 31% of their undergraduate and graduate enrollees are part-time. However, this figure obscures the fact that some colleges are completely residential and full-time, while

others enroll only part-time students in evening or off-campus programs.

The minimal amount of evidence which is available clearly indicates that the independent segment is the most active of all the segments in the external degree area. The following accredited colleges and universities report off-campus degree programs:

Chapman College

University of Southern California

Golden Gate University

Pepperdine University

College of Notre Dame

La Verne College

California Lutheran College

Azusa Pacific College

Mount Saint Mary's College

University of Redlands

Lone Mountain College

Immaculate Heart

Loyola Marymount

In addition, Johnston College, University of the Pacific, and Pitzer College are members of the national Union for Experimenting Colleges which sponsors the University Without Walls. California University Without Walls programs include Antioch College/West, UWW/Berkeley and Universidad de Campesinos Libres as well.

Individualized instruction and programs utilizing learning contracts, flexible schedules, use of community resources, credit for prior experience, etc. are the hallmark of many of the independent colleges, particularly the small

liberal arts colleges. Again, the individualization of education is more advanced in this segment than in any other.

Cooperative education is more difficult to assess due to lack of information, but examples can be found. The generally innovative thrust of many independent colleges suggests that programs linking work and study are not uncommon.

It was impossible to obtain reliable information on the extent of community-oriented programs. Some colleges are active; others are not.

Similarly, it was not possible to obtain any really useful information on the number of programs aimed at expanded access for under-served groups. Since the independent colleges require tuition, opportunities for disadvantaged students are linked to the individual institution's resources for financial aid and special supportive services. However, since enrollments among the 18-21 year old population -- the population most usually associated with liberal arts residence programs -- are declining, it can be assumed that the independent segment is seeking out "non-traditional" students to the extent that resources permit.

VII. CONTINUING EDUCATION IN NON-COLLEGIATE ORGANIZATIONS

Much adult education takes place outside of the academic world in training programs run by business, industry, and governmental organizations. These non-collegiate organizations operate education/training programs for their employees which provide both for the mobility needs of the employee and for the organization's need for skilled personnel.

Non-profit community organizations of various kinds, such as churches, libraries and the Red Cross, are providers of adult education and are another kind of non-collegiate educational organization.

The following section describes the educational programs in California business/industry, unions, government agencies and in various miscellaneous "alternative" educational organizations.

Business and Industry

Contacts with training directors in business corporations reveal that there is no way to obtain a realistic overview of the number of employees in continuing education programs run by business and industry. Most training directors feel that there is as much education going on within the business-industry sector as there is in educational institutions, but facts and figures are in short supply.

The training directors who were contacted were seldom able to specify the number of courses or programs offered by their organization or the number of people enrolled in them. It is not that this information is unavailable. Rather, the problem is connected to the fact that information recording mechanisms are linked to the accounting and personnel information systems of the company. These information systems do not readily translate into categories that are useful in a survey of educational programs.

A survey of business and industry training programs in California could be conducted. However, this would be a major research undertaking and would require extensive consultation with training directors in order to ensure appropriate and useable information. Furthermore, persuasive reasons would have to be offered as to why it was necessary

and desirable for companies and agencies to invest the time and resources in the generation of such information. In other words, some practical outcome, over and beyond mere information gathering, would have to be the goal of such a survey.

The only systematic source of information on business and industry training programs which this project could identify is a survey conducted in 1969.*

Survey questionnaires were sent to 54 companies with headquarters or major operations in either Los Angeles or San Francisco. Forty-four firms in the following industry groupings responded:

- Finance/Banking
- Insurance
- Utilities
- Manufacturing/Consumer Services
- Aerospace/Research Services

The total number of employees included in the survey was 281,286.

In general, the survey found that there were similarities among firms in:

1) training techniques found successful,
2) avenues for determining who attends training,
3) ranking of various types and levels of programs,
4) forms for measuring training results,
5) average number of training hours in the secretarial-clerical area, and

---

*Training and Development Survey with Primary Focus on California, Training and Development Personnel Division of the Automobile Club of Southern California, June, 1969.

6) several programs which are somewhat consistently offered across industry lines.

Differences among firms centered around:

1) ratios of total training staff to total number of employees,

2) emphasis in stated training objectives,

3) determination of training's effect on promotion,

4) average number of training hours for employees other than secretarial-clerical, and

5) training program sources, titles, and content.

Insurance companies reported the highest training-staff ratios. The average ratio of full-time trainers per 100 employees proved to be .40. Based on the fact that the Employment Development Department figures record current civilian employment in California at 8,289,000, this ratio suggests that approximately 33,000 people are employed full-time as business and government agency educators and trainers.

Most firms reported success with participative seminars, case studies, and role playing. Sixty-four percent of the forty-five responding firms reported success with videotape/closed circuit TV.

Most firms tended to determine training attendance or eligibility via management recommendation. Pre-training tests appeared to be used little. Procedures for evaluating training results favored observation, performance appraisals, and verbal participant examination over written tests or questionnaires.

Overall, firms ranked management/supervisory programs, executive development programs, and clerical/technical programs as being their most common. Types of courses which appeared with some consistency among firms dealt with:

- supervisory techniques,

- management principles,
- secretarial skills (shorthand, typing),
- personnel subjects such as performance appraisal, labor relations, etc., and
- conference or group leadership skills.

Beyond these general kinds of training programs, most of the continuing education is related to the technical requirements of a particular firm.

Many organizations prepare education and training catalogues for their employees. These catalogues, for example, those from United California Bank or from Lockheed of California, list not only courses and sequential programs provided by the organization's training and development unit, but programs that are available elsewhere. For example, the American Banking Institute has been active in developing degree programs in finance and management with colleges and universities in California and elsewhere. The United California Bank Education and Training Catalogue lists these various degree programs as well as local Extension offerings that might be of interest to employees.

Many large companies sponsor employee education by providing tuition-aid or job-release time for attending college or university courses. However, no information on the extent of business/industry support for employee education in California is available. The U. S. Department of Labor did a national survey of the training and retraining provisions of 1,823 major collective bargaining agreements in 1968.*

Similarly, a study in 1969 by the National Industrial Conference Board** analyzed the tuition-aid plans of 184 U.S. companies. Both studies provide useful general information, but are not specific to California.

---

*Bulletin No. 1425-7, U.S. Department of Labor, Bureau of Labor Statistics, March, 1969.

**J. Roger O'Meara. Combating Knowledge Obsolescence, II Employee Tuition-Aid Plans, National Industrial Conference Board, New York 1970.

Unions

As of July, 1973, there were 2,179,800 members of unions in California, and 34,122 registered apprentices in over 600 programs representing 300 different trades and crafts. Apprenticeship programs are conducted by the various industries and are approved and registered by the State Department of Industrial Relations, Division of Apprenticeship Standards. Most programs are locally administered by joint labor-management committees and include:

- paid employment
- on-the-job training
- job-related classroom instruction, usually cooperatively organized by the industries, unions and public schools or community colleges.

In the Fall of 1974, 87 secondary school and community college districts were providing related instruction to 24,010 apprentices in 61 different trades. About 10,000 of California's apprentices are trained by unions and industry alone.

Government

The U. S. Civil Service Commission annual report* states that, in 1973, 955,000 federal employees participated nationally in government-run training programs. Of this number, 19% were trained in various school, college and university programs, but 81% were trained either in programs designed by individual agencies or in interagency programs such as those run by the Commission at local and regional centers.

---

*Strengthening the System, 1973 Annual Report, U.S. Civil Service Commission, Government Printing Office.

Colleges and universities provided 65% of the training in management and administration; however, government provided 87% of the training in technical fields and 61% of the training in professional, scientific, medical and legal areas.

In California, 295,433 people, or 12.7% of the nation's total, were employed in federal agencies as of December, 1972. Approximately half are employed by the Department of Defense. Two other large employers are the Postal Service and the Veteran's Administration. Of these federal employees in California, 104,475 were involved in government sponsored training. About 20,000 were in college/university programs; about 85,000 were in agency-run programs.

The U. S. Civil Service Regional Training Center in San Francisco reports that 30 trainers, 20 administrators, and about 200 consultants (many of them university professors) run programs for about 22,500 individuals. There are other state training centers in San Bernardino, Chico, and Santa Cruz.

Some of the funds for support of government training comes from the Intergovernmental Personnel Act. California gets about 8%, or $1.3 million of these funds. The IPA authorizes the admission of state and local government employees to federal agency training courses on a cost-sharing basis. In order to coordinate training, Intergovernmental Training Councils are located in major metropolitan areas and membership is comprised of training representatives from all jurisdictions.

Government employees have a large number of courses available to them, chiefly in the areas of automated data processing, communications and office skills, general management, labor relations, management sciences (i.e., accounting, auditing, information systems, and quantitative techniques), personnel management, and specialized courses, such as forensic chemistry, marine geology, or transportation.

Total federal expenditures for training, exclusive of employee salaries, was approximately $10.5 million in California for the fiscal year 1973.

At the state level, information on training programs is compiled by the State Personnel Board. In 1973-74, 46 agencies maintained training programs for 258,390 employees. More than 2.8 million person-hours of training were generated. A list of agencies and their enrollments in training programs are included as Figure 1, Appendix F.

In addition, State agencies supported career-related education in outside organizations, i.e., schools and colleges. This includes short-term, part-time, full-time, and after-hours classes and courses of study. In 1973-74, over $1 million was expended by employees, state agencies, and non-state sources for out-service training, of which about $945,000 came from State sources.

No information is available concerning training programs at the local level. In 1973, 932,000 people were employed by local California governments. Some of these people are involved in interagency programs, but figures are lacking. Altogether, of California's 1.5 million local, state, and federal government employees, 344,000 are recorded in state and federal agency-run training programs. More are enrolled in programs that are cooperatively run with colleges and universities.

There are innumerable educational programs which are run cooperatively by business or government and educational institutions. The community colleges, the State Colleges and University, University of California, and the private colleges all have some programs which have been designed at the behest of a business or government organization with the needs of a special employee group in mind. These programs usually make use of the physical facilities of the cooperating company or agency. However, these programs are sporadic. A better job of continuing, or in-service, education could be done if more knowledge of the current training resources of government and business organizations were available. Furthermore, it is generally only the largest corporations or agencies which have budgeted funds available for training programs. Small business firms and small government agencies, for example, at the county or municipal level, have similar needs but little in the way of resources. Cooperation and coordination of resources is as acute a need within the non-collegiate segment as it is within the educational systems.

An interesting new experiment is the Government Education Center in Los Angeles. This organization is new (about 8 months old) and small. It is supported financially through contributions from government agencies in the Los Angeles area, the Community Colleges, the State Colleges and University, the University of Southern California, and several proprietary schools. A list of supporting organizations is included as Figure 2, Appendix F.

The purpose of the Government Education Center is to serve as a broker between the needs and resources of agencies in the Los Angeles area and the resources of local schools, colleges and universities. The Center has no faculty of its own nor does it offer classes; it is exclusively administrative. However, in its few months of operation it has involved some 2,500 students in programs that have been developed under its aegis.

The Government Education Center is involved with anywhere from 70 to 100 local agencies depending on how intensively "involvement" is defined. Surveys of agency needs and resources are conducted at six month intervals. Benson Schulman, Provost of the Center, reports that the scope of education and training activity within government agencies is already enormous; however, the need for additional educational services for employees is equally great.

The Los Angeles area Government Education Center is developing a computerized model -- Public Employees Educational Response Systems (PEERS) -- which will help manage the matching and administrative functions of the Government Education program. Initially PEERS will be a manual system, adaptable to conversion into a computerized format after testing.

As an information gathering, information dispensing, educational planning organization, the Los Angeles Government Education Center has some potential. Currently it operates only in the Los Angeles area, but similar organizations in other geographic regions could be instituted.

For example, a new program sponsored by the State Department of Health in Sacramento involves 21 departments and agencies and 550 employee-students. Various classes are held on-site at state buildings in downtown Sacramento in the morning, evening and noon hour. Instructors are from Cosumnes Community College. Half of the time spent in class by the state worker is considered part of the regular work day.

Most of the employee-students are clerical workers at the bottom of the pay scale who are looking for a chance to advance by attending college-level classes.

Participating agencies are expecting and budgeting for 2000 enrollees in the Fall of 1975.

Community Agencies

It is not possible to establish the total number of community agencies in California, let alone the number providing educational services or the number of people being served.

The San Francisco Consortium (comprised of 7 Bay Area colleges and universities, both public and private) conducted an inventory of community agencies in the City of San Francisco. Excluded from consideration were government agencies, profit-making organizations, professional organizations, fraternal organizations and churches. The emphasis was on non-profit, voluntary organizations. More than 1,000 such organizations were identified in San Francisco alone.

The San Francisco community agencies were cross-indexed according to the services provided. Under the heading of "education", 186 organizations are listed. These include such organizations as the African-American Historical and Cultural Society, the Alternative Futures Community Center, the De Young Memorial Museum, the Economic Opportunity Council Anti-Poverty Program, the Integral Yoga Institute, the Great Books Council of San Francisco, the Society of Western Artists, the United Nations Association and the Zionist Organization of America, among others.

A national survey of community agencies providing adult education was conducted by the National Center for Educational Statistics and Westat Research, Inc.* From an estimated 233,800 community organizations in the U.S., 4,650 were selected for the sample. Six groups of organizations were included:

1. Churches and synagogues. These accounted for about 76% of the sample organizations and about 39% of the persons served in them.

---

*Adult Education in Community Organizations, 1972. U.S. Office of Education, National Center for Educational Statistics, Report No. 75-161, Government Printing Office, 1974.

2. Religious organizations other than churches. Groups such as the Salvation Army, Youth Centers, homes for the aged and home health agencies were included.

3. Y's*and Red Cross Chapters.

4. Civic organizations, including such groups as neighborhood centers, taxpayers associations, senior citizens groups, civil liberties groups and other groups concerned with community issues and betterment.

5. Social Service organizations, including such groups as the American Cancer Society, vocational rehabilitation organizations, and alcoholism councils.

6. Cultural and other organizations, including social and literary societies, civic theater groups, as well as "miscellaneous" organizations which could not be classified in any other way.

To provide a measureable definition of adult education, data were restricted to organized programs of three hours or more designed to impart knowledge, skills or attitudes to adults or out-of-school youth.

Almost eleven million people took part in these programs. About one-third of the community organizations were located in urban areas. Outside of urban areas, two out of every three people participating in adult education programs were served by churches. In contrast, Y's and Red Cross chapters had nearly a third of their participants in central city locations.

---

*Includes YMCA, YWCA, YMHA, YWHA

Religion, community issues, and personal/family living courses together accounted for over 80% of registrations in courses offered by community organizations. The median length of time for these courses was 16.4 hours, although general education and vocational courses were much longer than the average. A table of registrations by type of course and organization is included as Figure 3, Appendix F.

Generally, women participants outnumbered men. The overall median age of participants was 38.3 years. Blacks accounted for about 14.3% of the participants - a figure slightly higher than their proportion in the general population. Spanish-speaking persons accounted for about 4.7% of the participants.

Volunteers did most of the teaching (78%). Salaried teachers were generally professional teachers in educational institutions. The type of teaching method used by these community teachers is shown in Figure 4, Appendix F. The most popular system is the classroom lecture or seminar, however, it appears that films are extensively used. Educational television is used very little.

Churches are the most often utilized facilities for community organization educational programs (81.3%). The second most popular site is private homes (23.5%), with public or private school/college facilities third (14%). A table showing the facilities used by the reporting organizations is included as Figure 5, Appendix F.

The directors of the national survey were contacted in order to see if it was possible to break out California data from the national sample data. It is not possible to do this, nor does there appear to be a reliable way to make estimates of the number of California organizations and participants from the national data. Whether or not California departs significantly from national norms with respect to adult education in community organizations cannot be established on the basis of the information which is available.

Alternative Educational Organizations

Interest in new forms of education has generated a large variety of informally organized educational "networks" and "centers". Most of these are conceived as a means for de-schooling society and reflect a counter-culture philosophy. A living-learning catalogue called Somewhere Else,* aimed at people "who can't bring themselves to go to college . . . who shouldn't go to college, or . . . who don't want to go to college," describes a variety of educational ventures which follow the criteria of 1) no grades, credits or credentials, 2) democratically open to all ages, colors and persuasions and 3) a place not easily found by people searching for alternative learning places. California has the greatest number of entries indexed by state.

The following are a few examples:

- The Bridge Mountain Foundation is located northwest of Santa Cruz in the redwood-forested mountains. "They offer weekend programs throughout the year, covering everything from the void, doing nothing, wilderness tripping, and self-hypnosis to Gestalt, psychosynthesis, breathing, dance, and encounter." Weekend workshops cost $30-70; five day workshops are $150.

- The Aquarius Project in Berkeley "looks for ways to utilize the skills of overground society's drop-outs as well as pushed-outs (the victims of unemployment in the technical profession). Aquarius Project rejects the Movement denial of science and technology . . . They foresee technologically sophisticated intentional communities as an advance guard . . . Contact them if you are planning a community, or interested in areas such as hydrophonics."

- The Ali Akbar College of Music in San Rafael offers instruction in Indian music-- sarod, sitar, guitar, dilruba, sarangi, classical Indian flute, tabla, etc. Indian classical dancing is also offered. Housing is available and organic natural foods

---

*Swallow Press, Chicago, 1973.

(vegetarian and meat) are served. Tuition is $200 for each 12 week session.

- The Urbanzai Exchange Multi-Versity in Santa Barbara is a group of students interested in multi-disciplinary approaches to urban problems.

- The Mafundi Institute in Los Angeles runs a community video project called the Watts Community Communication bureau. The program is attempting to train people in the use of video hardware, create community-related programming, and get the CATV franchise for the south Los Angeles area.

- the School of Holography in San Francisco is "the only such place that we know of where anyone can learn about holograms,* without being a 'qualified' research scientist or technician." Facilities of the school include holographic equipment, lasers, viewing areas and darkrooms as well as a permanent exhibit of current work in holography.

The above projects are merely illustrative of a range of services which include Zen centers, political change groups, women's networks, artisan and skills organizations, and many others.

Free universities in California are listed. Many of these are student-run programs within the State Colleges or the University of California. These programs are non-credit, low-fee (less than $15 per semester) learning activities which are open to anyone, students and non-students. Most are funded by student governments.

Many of the courses offered are "how-to" production producing groups. Others involve individual/group awareness and might include anything from encounter sessions to astrology. Instructors are volunteers, often students.

---

*A relatively recent development in optics and media.

Summary and Comment

The non-collegiate segment is comprised of education and training programs, courses, and activities carried out in business/industrial firms; local, state, and federal government agencies; community service organizations of various types; and formally or informally organized group resources for learning.

In business, industry, and government, programs are usually limited to employees of the organization and are designed to meet the personnel needs of the organization. By participating in training programs, the employee-student can gain additional mobility within the organization and within the professional/occupational field generally.

Programs run by community agencies and informally organized groups are open to everyone. Some programs have fees attached, but many are either free or offered at very low cost.

It is impossible to make accurate estimates of the numbers of people involved in these various kinds of activities. Encompassing the resources currently available is taxing to the imagination. It is likely that more than a million Californians are engaged in training programs sponsored by business/industry, government and community organizations. An estimated 33,000 people in California are employed as full-time trainers in business/government.

Although programs vary greatly in kind and quality, it is clear, even on the basis of very limited systematic information, that motivated adult learners have an almost unlimited array of resources to utilize for their own personal and professional advancement. The challenge for postsecondary adult educators appears to be the development of means of recognizing, legitimizing and recording these experiences and integrating them into coherent academic/occupational/educational programs.

PART TWO

OVERVIEW AND SUMMARY: AN ACROSS-SEGMENT LOOK AT POSTSECONDARY ALTERNATIVE PROGRAMS

In the preceding sections of this report, each of the segments providing postsecondary educational options were reviewed. In the following section, major categories of programs will be examined in an across-segment look at the total resources currently devoted to them throughout the state.

I. CONTINUING EDUCATION FOR ADULTS

All seven educational segments play a role in continuing education for adults. Adult Education in the local school districts serves over a million adults in vocational, general, and basic education programs. Community colleges enroll over half a million "defined adults" (over-21 taking less than 10 units) who account for almost 50% of the formal enrollment of the segment. In addition, another half a million people, of all ages, are involved in locally-funded community college community service programs.

The Extension divisions of the University of California, the State University and Colleges, and private colleges and universities account for another half million adults. This figure does not include University Cooperative (Agricultural) Extension which serves large numbers of people in rural areas.

A large but indeterminate number of people are being educated as employees of large business firms and government agencies which run in-service educational programs. Furthermore, California adults have access to a range of educative experiences provided by private profit-making and nonprofit schools, corporations, associations, and community agencies.

It is not possible to determine an accurate figure of the number of adults being educated in programs external to those provided for regularly matriculated students. A conservative estimate is approximately 3.5 million, although some students enroll in several different segments during the course of a year and thus there is likely to be some double counting.

Clearly, California is not lacking in either scope or variety of continuing education services. However, a pressing issue is how to make sense and productive use of the services which already exist.

II. PART-TIME DEGREE STUDY

The activities which are grouped under the heading of Adult Continuing Education are, for the great part, non-degree credit course offerings for part-time students. However, another important source of educational access is academic degree study which makes possible the completion of a baccalaureate on a part-time basis.

The California Community Colleges offer A.A. degree programs which are transferable to 4-year institutions. Exact enrollment figures of the number of people engaged part-time in A.A. degree programs are not available, since vocational and academic enrollments are aggregated. However, the part-time enrollment in graded (credit) courses constitutes 66% of the total number of students taking courses for credit. Of these part-time students, well over half are over twenty-one and enrolled for less than 10 units (i.e. "defined adults").

The California State Colleges and University have 28% of their 225,000 undergraduates enrolled on a part-time basis. About half of these students are over age 25; 14 percent are 35 or older.

The State Colleges, like the community colleges, operate on an 8:00 a.m. to 10:00 p.m. schedule; and both segments have sizeable evening attendance. Week-end scheduling is less common but is increasing. Approximately 150 separate undergraduate degree programs are available on a part-time basis in the CSUC segment. The External Degrees Program presents additional options for part-time students.

The independent California colleges and universities have 22% of their undergraduates attending on a part-time basis. In both the State Colleges and the independent colleges the percentage of graduate students attending part-time is higher than that of undergraduates. Since graduate students are older, and more likely to be employed, graduate programs are more likely to be designed with the needs of the part-time students in mind. The large number of young residence students which are included in over-all undergraduate enrollment figures may make a part-time percentage figure appear misleading when the focus is upon adult learners. The fact that at least 65% of the part-time undergraduates in the State Colleges are over 25 suggests that adult students are concentrated in part-time programs. Age data for the independent colleges is not available but a similar finding is likely.

The only educational segment without a part-time study policy, including pro-rated part-time fees, is the University of California. In May of 1974, the Regents instituted the policy of a $50 fee reduction for students taking less than 9 units of academic course work. However, this fee reduction policy has not been well-publicized. The Office of Budgetary Planning does not know, as of this writing, how many students on the 9 UC campuses have taken advantage of the reduced fee or who is eligible to do so.

Currently, the only option for part-time degree study available in the UC system is the Extended University which enrolls about 750 undergraduates and about 900 graduates. Although some campus departments offer evening courses, the University is, in effect, a 9 a.m.-5 p.m. operation.

It would be desirable if the University were to develop a part-time study policy and a part-time fee structure. Although the impact on enrollment is not possible to predict accurately, it is likely that more employed adults would seek out University degree programs if realistic part-time options were made available.

III EXTERNAL DEGREES

External degree activity in California postsecondary education is extensive, with the majority of programs being operated by the independent colleges and universities. However, it is a mistake to assume that there is one single common meaning to the term "external degree." As an aid to the reader in understanding the variety of designs that can be considered an external degree program, a summary of various models, prepared by the staff of the California State Colleges and University Chancellor's Office, is included as Appendix G. This summary represents about as comprehensive and clear a picture of the major and minor varieties as can be found.

California does not now have an external degree program that can be completed exclusively on the basis of examinations without concurrent instruction (Model IA, Appendix G). At present, all of the segments have some provisions for challenge examinations or for credit by examination. However, there is no coherent policy; and decisions regarding examinations are usually left to individual faculty members and department heads. Thus, there is a good deal of inconsistency, and students are seldom well-informed about their options.

The CSUC segment is currently testing the feasibility of such a comprehensive examination program with the possibility of instituting it under the auspices of the CSUC Consortium.

The majority of external degree programs in California follow the formats described in Models IIA, IIB, IIC, and IIIB (Appendix G).

The California State Colleges and University have 28 external programs enrolling 2,053 students at 42 different locations. The 19-campus consortium offers some of these programs on a decentralized, statewide basis. Additional degree programs are in the planning and review stage. There is considerable commitment to new or innovative programs on the part of the administrative staff of the Chancellor's Office -- a factor essential to their success. However, the CSUC External Degree Programs are self-supporting, meaning that students pay for the cost of instruction. The Consortium has received state support for administrative and development costs; but the actual degree programs are financed on the same basis as CSUC Extension programs. This policy results in higher costs to the student for off-campus degree programs than for on-campus programs. Although it is defensible to pass some "convenience" costs on to students, especially those who are employed and have the means to pay, the policy of discriminating according to geographic location appears contradictory to recent legislative policy regarding student access to educational opportunity.*

By contrast, the University of California's Extended University (enrolling 1,653 graduate and undergraduate students) has been state-supported. This policy results in lower costs to the student for off-campus, part-time programs than for comparable on-campus programs.

The position which the State will take with regard to the financing of external degree programs in the public segments is unclear; and as a result, student, faculty, and administrative commitment to the expansion of these relatively new programs in the public segment is likely to be wavering.

---

*ACR 150 (1974).

The independent colleges and universities enjoy a relatively greater degree of freedom from the vicissitudes of State policy. It is to their competive advantage to innovate, and external degree programs have become an increasingly popular form of education. In 1972, 9 campuses offered external degree programs. Currently, the number of colleges with external programs is at least 16, excluding out-of-state-based colleges with California centers. In 1972, external enrollments numbered a little over 12,000. Although precise updated figures are not available, the growth in the number of colleges offering external programs, an increase in number of sites, and a general increase in the numbers and kinds of degree majors suggests that enrollment is now at least 16,000. However, external degree programs in the independent segment are high cost programs for students, and tuition costs discriminate against low-income people. The presence or absence of financial aid for students studying on a part-time basis, whether in off-campus or on-campus programs, is an important aspect of State policy.

In summary, there are probably between 16,000 and 20,000 California students enrolled in external degree programs at the upper division (junior and senior year) and graduate level. All but about 3,500 are in the independent colleges and universities; however, the relatively small number enrolled in CSUC External Degree Programs and University of California's Extended University should not suggest that these programs are insignificant. The University Without Walls, which is perhaps the most influential model of external educational nationally, enrolls only 535 California students. The size of the enrollment is not the most import factor in determining the impact of these programs on the thinking of educators and students.

In addition, the 98 community college campuses dispersed throughout the state make little distinction between on campus and off-campus instruction. The extensive community-based operations of the community colleges provide additional opportunities for external instruction -- so much opportunity, as a matter of fact, that the State Colleges and University and the University of California offer no external lower division work because it would be duplicative of community college offerings. This is a policy recommended by the California Coordinating Council which the segments have adopted.

The community colleges function as "feeder" colleges for part-time and off-campus programs in both the public and independent segments. The State Colleges, particularly, have coordinated their external degree programs with community college programs in given geographic regions, frequently using community college facilities, in order to help students to continue from 2-year to 4-year programs.

The external programs in the CSUC and the UC segments are coordinated by a joint committee comprised of staff members of the CSUC Chancellor's Office and the UC President's office. Attempts at coordination of programs with the independent colleges and universities have been less successful. The independent segment has invested heavily in the development of external degree programs. The advent of publicly subsidized programs in this area is considered a cause for alarm since tuition-charging independent colleges are placed at a competitive disadvantage. Non-discriminatory financial aid for low-income students who are enrolling on a part-time basis in external programs is one possible way to encourage the diversity which the independent segment can provide.

The administrative base for expanding external degree activity within the State exists in the three public postsecondary segments (Community Colleges, CSUC and University of California). External degree programs are already well advanced in the independent segment. The principal unresolved issue at present is the extent to which these external programs, and/or their students, will be state financed.

IV. INDIVIDUALIZED STUDY

The heterogeneity of the adult population in California and the variations which individuals exhibit with respect to educational background, experience and goals suggests that standardized degree (or non-degree certificate) curricula are likely to function as a constraint in the educational development of these adult learners. Opportunities to construct tailor-made courses of study and to study in relative independence are appropriate for mature people who know better than adolescent learners what they wish to do with their futures. Advice and counseling are important to these adults,* however their substantive instructional needs are

*See Peterson, Richard E. et.al. Community Needs for Postsecondary Alternatives. First Technical Report, Part Two, Postsecondary Alternatives Study, California Legislature, September, 1975.

different from those of younger, resident-college students.

The term "individualized study" may be as narrowly defined as a set of programmed instructional materials which allows a student to proceed through a class at his/her own pace. Or, it may be as broadly defined as a completely personal learning contract, the completion of which will result in a baccalaureate or master's degree.

There are numerous options either for independent study or self-paced instruction within the public segments (Adult Education, regional occupation centers, the community colleges, CSUC and UC). However, these opportunities are subsumed within the overall curricular framework of the institutions. Opportunities for students to design and implement their own individual courses of study are rare.

In the California State Colleges and University, the External Degree Consortium is the only program which was identified as experimenting with individual learning contracts. The Consortium external B.A. programs in Humanities and in Liberal Studies are the closest approximation to completely individualized learning that exist within the segment.

The UC Extended University has made curricular modifications in its programs for part-time on-and off-campus students. However, these programs cannot really be considered "individualized" in the broad sense of the term.

There are reasons why the individualization of study programs is difficult in the public segments. The most important barrier is associated with the nature of state funding formulae which rely on the course credit hour or on some derivation thereof. A certain number of course credit hours determines the number of full-time equivalent students and the number of full-time equivalent faculty who will be financed.

Non-traditional curricula which utilize learning contracts, modular schedules, competency-based evaluation, etc. frequently have no course or credit unit basis. Converting student learning experience to this quantitative framework results in a kind of double bookkeeping: 1) an artificial set of unit credits and faculty load figures which are reported for budgetary purposes and 2) a set of student learning achievements which have been assessed on the basis of specified learning outcomes. This process of double records

is both wasteful and unrealistic. However, the complex nature of state regulations regarding faculty workload, scheduling, facilities utilization standards, and enrollment reporting -- all required for budget purposes -- mitigate against the development of programs which depart substantially from this format. In effect, publicly supported institutions are likely to be indirectly penalized financially for attempting to operate innovative programs.

The independent colleges and universities have greater flexibility and, as a result, the principal opportunities for completely individualized study are found in the independent segment. Some colleges, for example, Johnston College at Redlands, operate resident undergraduate programs on a completely individualized basis. This is both possible and realistic at Johnston where enrollment does not exceed 350 students each year. Furthermore, in its 5 years of operation, Johnston has developed the administrative framework, the decision-making framework and the faculty-staff skills to support this form of education. Other colleges, for example, Antioch College/West and the new Fielding Institute Graduate School in Santa Barbara, operate off-campus programs on a completely individualized basis using learning contracts and competency-based evaluation.

The independent colleges and universities are farther along than the public segments in resolving the many problems inherent in developing good programs of individualized learning. This is due to the fact that the public institutions have a more complex and resistant bureaucratic administrative structure. If individualized baccalaureate or certificate programs are to be developed more extensively within the public segments, state funding formula and other regulations will have to be altered accordingly to make this possible.

Furthermore, funds for development costs will have to be guaranteed. Administrative and teaching skills appropriate in conventional programs do not necessarily transfer well to innovative programs, necessitating staff training or the hiring of specially qualified people. Students accustomed to thinking and studying within the course credit-grade framework are often ill-prepared for the demands of individualized study and require additional counseling. New assessment techniques for evaluating and crediting independent learning and prior life, work, and other educational experiences must be developed. A period of trial and error, with a good deal of error, is inevitable.

Currently, there is some limited experimentation in the public segments with individualized admission and transfer procedure and with the crediting of prior life/work experiences. CSUC, in its External Degree and Consortium programs, has somewhat more activity than do either the community colleges or UC, although the UC Extended University has been attempting to move in this direction. The independent colleges and universities exhibit the most flexibility when it comes to individualized assessment procedures.

Basically, admission, transfer, and degree requirements are standardized because standardization is administratively more efficient and less costly in personhours.

Administrators, faculty, and students who are now involved in individualized programs testify to the additional obligations imposed by these innovations. Some of these people question whether individualization, in the true meaning of the word, is actually compatible with mass education. At any rate, the individualization of learning, while highly desirable ethically, is taxing to implement in reality.

V. VOCATIONAL/OCCUPATIONAL AND PROFESSIONAL EDUCATION

In California, 1.4 million people are engaged in publicly supported pre-entry vocational or occupational education. Secondary schools enroll 42% of the students, Adult Education enrolls 12%, and the community colleges enroll 46%.

Regional Occupation Centers and Programs (ROC/P) are an important and growing source of vocational education for students of all ages and educational levels. During 1973-74, 61 ROC and ROP programs were in operation with 319 local school districts involved. Enrollments in ROC/P's have increased from about 41,000 in 1970-71 to a little less than 200,000 currently.

In addition, about 750 private specialty schools enroll approximately 200,000 vocational students, some of whom are financially assisted by State Occupation and Training Grants sponsored by the Comprehensive Employment Training Act. Five CETA-financed Skills Centers provide further vocational training opportunities for adults and younger people.

In the segments offering 2 and 4 year degree programs, it is more difficult to determine how much education is "vocational" or "occupational" and how much is "academic." The distinction does not hold up very well since degree programs of various sorts are prerequisites for many different kinds of

occupations. A survey by the CSUC Chancellor's Office staff in 1971-72 found that about 41% of the CSUC enrollments were in "occupational" or "occupationally-related" fields; 67.4% of the bachelor's degrees awarded in 1971-72 were in these identified fields. The community colleges enroll about 65% of their students in vocationally-related courses.

Professional education, i.e., occupational education for which a baccalaureate plus advanced training is required, is a major part of University of California activities. The independent colleges and universities are also very active, awarding about 63% of the state's professional degrees.

The Extension Divisions of the University of California, the State University and Colleges, and the independent colleges and universities are a further source of occupational and professional training and retraining. Approximately 500,000 students each year are enrolled, primarily in in-service courses designed to up-date skills and knowledge required on the job.

The concept of cooperative education, whereby students combine paid employment and related study, was explored in the course of this project. However, the variations in what can be labeled "cooperative education" are so great that no overall figures make sense. Cooperative education is defined and funded under the Vocational Education Act. The community colleges have about 51,000 students in federally assisted cooperative education programs. However, other state or locally funded cooperative education programs bring the community college enrollment to at least 100,000 in integrated work and study programs.

In the CSUC segment, only about 2,000 students are enrolled in programs which are formally called "cooperative education", but there are many other programs in which field study, work-experience, internships, etc. are a feature. These programs are substantially the same thing as "cooperative education". Overall enrollment figures for these projects were not possible to obtain.

The External Degrees Program of CSUC and the Extended University of UC can both be considered "cooperative" programs in a general sense. Students are usually employed and, particularly in the programs which are designed for specific occupational groups, study is provided on the job site and is well integrated with the job training needs of the student.

The independent colleges and universities exhibit a number of programs which are designed to provide a better integration of students' occupational training needs and their academic education. However, precise facts and figures are lacking.

Vocational/occupational and professional education is readily available in all of the segments. Additional major resources for Californians are business and government sponsored training programs and union-related apprenticeship programs. Whether or not opportunities need to be increased, and in what fields or geographic areas, is dependent on analysis of the manpower needs and resources of the state and the nation. In a rapidly changing economy, this analysis is difficult. Like most observers, this author has found the area of vocational/occupational and professional education frustrating complex.

V'. CONSORTIA

Intra-segmental consortia have been discussed previously in connection with each segment's activities. The community colleges are very active with 22 different consortia, of which 10 are involved in joint program planning; 5 are devoted to television instruction; 4 are primarily for cooperative assistance in providing student support services; 2 involve shared library facilities; and 1, involving 30 colleges, is devoted to research.

The California State University and Colleges operate the 19-campus Consortium which offers 7 different external degree programs statewide. In addition, the CSUC Consortium provides a forum and administrative support for various kinds of inter-campus programs.

The private colleges and universities are involved in intra-segmental cooperative arrangements involving two or three campuses in which facilities and resources are pooled in the joint development of instructional programs.

However, the most valuable consortia arrangements are those which cross segment lines and involve a variety of different kinds of institutions in regional or local efforts to respond to local or regional needs.

Among the most interesting of these inter-segmental cooperative projects is the Ventura Learning Center, jointly operated and funded by the University of California and the California State University and Colleges.

The physical facilities of the Ventura Learning Center are next to a large shopping center and provide 5 classrooms, a resource center for individualized study (including a computer terminal), a small library and places for academic counseling and advising. Microwave links with the UC Santa Barbara campus are being developed so that students at the Center will have 2-way communication with live classes on the UC campus. Ventura Community College offers the use of its library in exchange for use of the facility.

The purpose of the Ventura Learning Center is to provide a variety of learning resources for the citizens of a rapidly growing area that is without easy access to baccalaureate and graduate degree programs. The Center has an administrative staff, but no resident faculty of its own. As of February, 1975, the California State University and Colleges offered 6 degree programs through the Center; University of California's Extended University offered 7 degree programs. Extension courses from both segments are offered as well.

The administrative staff of the Center responds to inquiries and provides information, referrals, and counseling about specific programs, credentialing, transcript review, admissions, etc. During the first six months of the Center's operation, from August, 1974 to January, 1975, inquiries averaged 136 per week. In addition, the nearest campuses, CSU Northridge (about 55 miles away) and UC Santa Barbara (about 35 miles away) periodically send academic advisors to help potential students.

During the Winter quarter of 1975, the following numbers of people were enrolled through the Ventura Learning Center:

Individuals enrolled in one or more degree-credit courses	367
Total enrollments in degree programs	513
Enrollments in non-degree Extension courses	540

The Ventura Learning Center expects to offer Extended University programs from any of the UC campuses, External Degree Programs from any of the CSUC campuses, University Extension courses, and CSUC Continuing Education (extension) courses. These programs will be coordinated with the Ventura Community College District.

Another instance of joint University of California-CSUC cooperation is the six-member Joint Committee on External Degrees. The purpose of this committee, comprised of top administrators from the UC President's staff and the staff of the CSUC Chancellor's Office, is to ensure the orderly development throughout California of external degree programs by the two segments.

Other examples of inter-segmental consortia are the following:

- The Northeastern California Council on Higher Education sponsors a regional project, based at CSU Chico, which utilizes 35 centers and "roving" facilitators. This Council has among its members 6 community colleges, CSU Chico and UC Davis. Microwave links have been established between Chico and Davis, between Chico and Redding, and between Davis and Livermore. Educational programs are now being delivered via this network to the cable system in Marysville - Yuba City and broadcast over Channel 9 in Redding. Discussion is underway to include Sacramento in this network. In addition the Council sponsors joint summer sessions involving CSU Chico and Butte Community College.

- The California Instructional Television Consortium has developed televised courses which involve 26 schools, 16 stations, all 19 CSUC campuses, 5 UC campuses, and 2 campuses of the University of Nevada.

- Project Outreach based in the San Diego area is a similar instructional TV network which includes 15 community colleges, 2 CSUC campuses (Fullerton and San Diego) and 2 UC campuses (Irvine and San Diego).

- Project CALL (Counseling Adults for Lifelong Learning) provides educational and career counseling services for adults. Three community colleges and CSU Bakersfield are involved.

- Another educational counseling consortium involves CSU San Bernardino, 3 community colleges and the Area II Planning Committee for Vocational-Technical Education.

- The Southern California Consortium runs an accelerated study program for high potential students at several community colleges in cooperation with CSU Los Angeles.

- The Border Colleges Television Consortium has as its purpose the improvement of opportunities for disadvantaged bilingual students in the U.S.-Mexico border areas. It includes Imperial Valley Community College, Southwestern Community College, 2 community colleges in Arizona and 2 in Texas.

- There are at least 7 separate intersegmental consortia devoted to joint planning in the health manpower field: 1) the Greater Inland Empire Health Services/Education Activities Consortium (California State Polytechnic University, Pomona College, Claremont Graduate School and Mt. San Antonio Community College); 2) the Health Manpower Steering Committee Consortium (CSU San Bernardino, CSU Los Angeles, Chaffey, Riverside City, San Bernardino Valley, and Mt. San Jacinto Community Colleges, College of the Desert, Claremont Colleges, Loma Linda University, UC Davis and UC Riverside); 3) South Bay-Harbor/Inglewood Centinela Health Services Educational Activities (CSU Long Beach, CSC Dominguez Hills, Loyola University, Harbor Community College, 3 hospitals, the Regional Medical Program-Area VI and community representatives); 4) the Health Professions Council of San Francisco (San Francisco State University, City College of San Francisco plus hospitals, public health agencies and professional societies); 5) the Orange County Consortium for Nursing Education (CSU Fullerton, UC Irvine, Fullerton Community College, Golden West Community College, Santa Ana Community College and 22 participating hospitals); 6) the Coordinating Council for Education in Health Sciences for San Diego and Imperial Counties (CSU San Diego, the U.S. Naval Hospital Corp School, the Regional Medical Program, the San Diego County Medical Society, local community colleges and other agencies) and

7) the San Fernando Valley Health Consortium involving CSU Northridge and 6 community colleges plus regional medical facilities and agencies.

- The San Francisco Consortium has as its purpose the development of improved community services as well as joint instructional projects. Member colleges include City College of San Francisco, Golden Gate University, San Francisco State University, UC San Francisco, The University of San Francisco, Long Mountain College, and Hasting College of the Law. A particular project was the development of special services and programs for minority students on the member campuses -- a project financed by the Ford Foundation.

- The Downtown Oakland Business Educational Consortium includes the community colleges of the Peralta District and 2 private colleges (Armstrong College and Golden Gate University). A variety of courses are offered in downtown buildings convenient to students' work. Six certificate and/or A.A. programs, a B.A. degree program, a B.S. degree program, and 3 master's level programs are offered.

- The Lake Tahoe Environmental Education Consortium includes CSU Sacramento, UC Davis, 2 community colleges, and 2 colleges in Nevada.

- San Francisco State University is one of the 9 campuses participating in a national consortium sponsored by the Educational Testing Service. The Cooperative Assessment of Experimental Learning project (CAEL) is developing, validating, and implementing new methods for evaluating experimental learning. CSU San Francisco is the only California college participating and is serving as the representative of the CSUC system.

- A Foreign Language Consortium includes UCLA and 5 other southern California campuses.

- CSU Northridge has recently developed a consortium arrangement with community colleges in the Northridge service area.

In addition to these consortia, there are the Regional Vocational Education Councils, and Area Adult Continuing Education Coordinating Councils. These are organized by geographic regions.

The Articulation Conference of California involves 9 regular members and one ex-officio member from each of the following segments: University of California, the State University and Colleges, the independent colleges and universities, community colleges, and the high schools.

VII. COMMUNITY DEVELOPMENT AND COMMUNITY SERVICES

A great range and variety of projects were encountered during the course of this study which can be subsumed under the heading of "community-oriented" projects of one sort or another. Almost any project which takes education out of the campus classroom and puts it in a community setting is eligible for inclusion. Projects aimed at the needs of specific community population sub-groups are usually of this nature.

The community colleges have the most extensive activity, since a community orientation is basic to the philosophy of the segment. "Outreach" programs, community problem-solving, community action groups, special programs for the disadvantaged, ethnic minorities, senior citizens and other groups are too numerous to count. Locally funded community services projects reach an estimated half million people.

Likewise, the Adult Education segment is active in community-centered education. Like the community colleges, instructional sites are dispersed throughout the local districts and include churches, public schools, community centers, and associations, businesses, various government agencies, hospitals, etc. Usually, the educational programs are developed in direct response to local requests and needs.

The community-based education concept, which utilizes local school facilities as a base for organizing citizens participatory groups, has been promoted by four Mott Foundation funded centers in California. The California Regional Center for Community Education at San Jose State University reports that 32 local school districts and 87 schools are involved in community-based education. However, not all community initiated education projects follow the Mott Foundation model. As a result, it must be assumed that there is more community-initiated activity in the local school districts than is reported by the Mott Foundation Center.

With greater support from the State Department of Education, these community-based citizen involvement networks built around the local schools, could be an important resource for disseminating and gathering information about educational and community needs/resources.

Community Services projects, funded under Title I of the Higher Education Act, proved to be one available, but not exhaustive, source of information on community education activities in the segments. In the University of California community services projects are usually administered by the UC Extension Division. In addition, UC Cooperative (Agricultural) Extension is probably the oldest and the most well-developed form of community service education that exists currently.

In both the California State University and Colleges, and the independent colleges and universities, community-oriented projects are run both by the local campuses and by the Continuing Education (Extension) Divisions.

In order to obtain a clearer picture of the prolific community services and community-oriented educational activity in California, more specific program categories will have to be developed than were devised for this study. Vague definitions resulted in information about a confusing array of projects and programs which prove to be difficult to organize systematically.

VIII. OPPORTUNITIES FOR UNDERSERVED GROUPS

It has been relatively easy for California to provide educational access for its affluent and motivated citizens. A greater challenge lies in providing successful educational programs for groups of people who suffer from a number of disadvantages -- economic, social, physical, or motivational. The economically disadvantaged, ethnic minorities, and women have received considerable attention during the last 10 years. More recently the needs of senior citizens and the physically disabled are being addressed. Other interest groups, such as Vietnam veterans, or prison inmates and ex-offenders have required special rehabilitation programs that involve the educational systems. During the last few months, the provision of education and training opportunities for large numbers of refugees from Southeast Asia has become an issue.

Economically Disadvantaged

Providing equal educational opportunity for low-income people is chiefly dependent on state and federal policies and funds for financial aid to students and for categorical aid to institutions for the development of necessary support services, such as tutoring, counseling, and learning resource centers.

The Educational Policy Research Center of the Stanford Research Institute reports that in California there has been a 74% increase over a five year period in the funds available for work study. During the same period, money for guaranteed student loans has increased 309%; national direct student loans have increased 100%; supplemental educational opportunity grants have increased 176%.

However, a National Task Force on Student Aid Problems headed by former United States Commissioner of Education Francis Keppel states that "as the volume and variety of needs have increased, the system has proliferated into a luxuriant tangle of programs, policies, and procedures that has become all but impenetrable even to professional aid administrators, let alone to students, the system's intended beneficiaries."* In spite of dramatic increases in the amount of funds available, there appear to be severe problems with the administration of these various state and federal assistance programs. These problems affect the capacity of all of the segments to assist the economically disadvantaged.

Another problem attempts to increase educational access for disadvantaged populations. Many potential learners have suffered from educational and social disadvantages which necessitate various kinds of compensatory educational programs. In California, 37% of adults over 25 have not finished high school. Although the lack of a formal diploma does not necessarily imply the lack of basic skills, a good many of these adults (and young high school drop-outs, too) are unprepared for postsecondary education. Financial support for basic education in adult schools, proprietary vocational schools and the community colleges must be a high priority if equal opportunity for access to postsecondary education is to become a reality for more than one-third of California's adult population.

---

*Reported in The Chronicle of Higher Education, Vol.X, No 8, April 1, 1975, p.1.

The Educational Opportunity Program is a major source of assistance for the economically and culturally disadvantaged. In 1972-73, the community colleges identified 52,819 students who were eligible for the program. However, only 39% could actually be served. In serving these students, $17 million came from local districts, as compared to $4.9 in state funds.

Similar limitations attend EOP Programs in the California State Colleges and University and the University of California. Both segments report more disadvantaged students than they can actually help.

The combined effects of recession and inflation increase the numbers of needy students at a time when the state is least able to respond. A difficult issue to resolve is whether the state's resources should be primarily directed toward simplifying and increasing the availability of financial aid for students, hoping that the economically disadvantaged will be better able to participate in already existing programs, or whether entirely new educational and/or assistance programs are required to equalize access.

Given virtually unlimited resources, it is of course possible to do both. Realistically, trade-offs must be made. Funding priorities must ultimately be set by the State Legislature and the Governor.

Ethnic Minorities

All of the educational segments report that reliable data on the participation rates of ethnic minorities is exceedingly difficult to produce. In conformity with federal law, all information is gathered from self-report surveys; and increasing non-response rates, with some institutions approaching 50%, introduce a level of statistical error that cannot be overcome.

Furthermore, data designed to establish rates of change in ethnic participation over a period of years are unreliable due to changes in the survey techniques, the categories that are used, variations in response rates, and other factors.

A cautious interpretation of data supplied by the segments suggests that there has been an increase in participation during the last 5 to 8 years, particularly in the State University and Colleges and the University of California.

At present, the best information indicates that ethnic participation rates are roughly comparable in the public segments. The community colleges report an over-all percentage of 24.5. Among full-time students the percentage is 27.2. Among undergraduates in the State Colleges the percentage is 25; among University of California undergraduates the percentage is 21.

However, there are considerable variations by individual campus, by locality, and by particular ethnic grouping, which make generalization inadequate. Furthermore, the statistics vary according to who is collecting them.

The Adult Education segment reports high participation rates for ethnic minorities. However, ethnic participation rates in this segment tend to be inflated by the large numbers of people, chiefly Spanish-speaking, who are enrolled in English as a Second Language classes.

About all that can be safely said is that access to educational opportunities for ethnic minorities has improved somewhat as a result of concerted political effort, but there is still a long way to go before California can claim that genuine equality has been achieved.

Women

Data on participation rates of women suffer from the same inadequacies as data on ethnic minorities. Furthermore, age levels and ethnic affiliation appear to be a complicating factor. Younger women, particularly those who are middle or upper-class and white, have never been as seriously underrepresented as women either over 25 or from an ethnic minority group.

Participation rates at the undergraduate level tend to hover around 45% across the segments, with the community colleges coming closest to 50%. Again, these aggregated figures mask great variations by campus, by program, and by educational level.

About half of the 98 community colleges report special services for women. The University of California has Women's Centers on 5 of its 9 campuses. Five of the 19 CSUC campuses have special centers; 15 CSUC campuses provide child care.

However, it is probably unrealistic to equate increased opportunities for women students with the existence of a special campus center. While some women's centers or programs may be extremely active, others may be small, inadequate, and generally ignored.

Again, it appears that women have made some headway in addressing their special educational needs; but the barriers, like those that exist for ethnic minorities, are largely attitudinal and cultural. It is unlikely that full and equal access to educational opportunities will be achieved either for women as a group, or ethnic minorities, until equality is achieved in the society as a whole.

Senior Adults

The need for special educational assistance to senior adults has recently come to the fore.

Adult Education enrolls about 1% of its students in gerontology related courses. The Community Colleges report that about 55% of their campuses have some classes for the elderly; about 30% offer some supportive services as well. The State University and Colleges report that about 20% of the segment's full and part-time enrollment is over thirty, but of this group 84% are between 30 and 44. Those over 44 years of age constitute a small proportion of the total number of Students. A little over 1% of the University of California's enrollees are over 45 years old.

Special programs for senior adults are dispersed throughout all of the segments, but, in general, it is clear that senior adults (age 45 or over) are not as well represented in educational programs as their numbers in the overall population might suggest. The reader is referred to the report of the California Higher Education Study on Aging for a more complete discussion of current needs and services.

Physically Disabled

The State Department of Rehabilitation has identified 518,000 Californians with physical disabilities which are not too

severe to prevent eventual economic independence given appropriate education. Approximately 8% are being served in the Adult Education segment; about 5% are enrolled in community colleges; smaller but increasing percentages are involved in programs in the other segments.*

Several people who are active in the rehabilitation field have reported the impression that the Department of Rehabilitation estimates of the number of disabled people who can benefit from special education is too low. For example, the community colleges discovered that about half of the disabled students which they could identify were not connected with the Department of Rehabilitation nor with its regular reporting channels.

If the official figure is in fact low, and only an estimated 55,000 of the identified 518,000 are currently involved in educational programs, then a clear case can be made for a need for improved access for this population.

The majority of the physically disabled are those with mobility handicaps. A large number are veterans. For those with mobility handicaps, the removal of architectural barriers on campuses and at external instructional locations is a high priority. The CSUC segment appropriated over $2 million in 1973-74 and $1 million in 1974-75 for the removal of architectural barriers on the campuses; similar expenditures are projected during the next 3 years. Similar expenditures need to be anticipated in all of the segments.

In addition to the removal of architectural barriers, the physically disabled frequently need special equipment, such as audio for blind students, or special personnel services, for example, readers and notetakers who may be fellow students in need of extra money for school expenses. All of these special services require the coordination of institutional funds with the resources of the State Department of Rehabilitation. A major obstacle for community colleges in meeting the needs of disabled students has been the regulations attending the utilization of available funds. Funds appropriated for educational programs for disabled students have gone unspent because specifications are inappropriate for college level programs. Legislation is required to correct this problem.

---

*The enrollment of disabled students in the CSUC segment has increased by 144% since 1970.

IX. CONCLUSION

Utilizing the assumptions with which this project began*, it is now possible to identify these programs which embody the characteristics most likely to ease the access problems confronting adult learners who, for any number of reasons, can study only on a part-time, commuting basis.

In general, if the adult student is not interested in an academic degree, the opportunities for study provided by the local adult schools, community colleges, and the extensions of the University of California, the State Colleges, and the independent colleges and universities are extensive and well-dispersed throughout the state. Furthermore, there are numerous educational programs run by business firms, government agencies, community organizations and groups, and an array of profit and non-profit concerns.

However, if the part-time student is interested in a degree sequence, the options become considerably narrower. The state's 100 geographically dispersed community colleges, which operate without selective admissions, with minimal fees, and with extensive evening activity, are a most important resource and provide easy access to lower division course work. Yet at the upper division level, the part-time adult student must live within commuting distance of one of the 19 State University and Colleges to be assured of access to a relatively inexpensive part-time degree program. Because the University of California has, at present, no part-time study policy and only the most modest fee reduction policy**, part-time students who live in the vicinity of one of the 9 campuses cannot readily avail themselves of University degree programs.

Two programs in the public sector have been designed to remedy this problem of access for part-time adult students: 1) the CSUC External Degrees Program which, in conjunction with the 19-campus CSUC/Consortium, provides part-time

---

*See pages 7 - 10.

**See discussion on page 87.

degree programs to students outside of the immediate geographic area of a campus*, and 2) the University of California's Extended University, which provides a part-time option (including part-time fees) to students and, in addition, extends University degree programs beyond the boundaries of the campuses.**

Both programs incorporate several of the characteristics which are generally assumed to ease access for adult part-time students: flexible scheduling, with an emphasis on independent study; some flexibility in admissions requirements, including the individual assessment of prior life and work experience; utilization of remote access media; and advising which is geared to the special needs of working adults.

Both the Extended University and CSUC's External Degrees Program are more costly to students than attendance at a community college. However, both programs, as a result of varying levels of state support, are less expensive for students than external degree programs in the independent universities and colleges.

The independent colleges and universities provide numerous opportunities for part-time, off-campus study.*** In many instances, the independent colleges provide greater flexibility for students than do the public institutions with respect to admissions, assessment of prior learning, degree requirements, and counseling. However, an important limiting factor is their high cost to students.

Access to these already existing programs could be extended to more adult part-time students in California if state policy established the following:

- 1) financial aid eligibility for needy students who wish to study in part-time off-campus degree programs. A policy of financial assistance to students would encourage the utilization of the already extensive external programs which have been developed by independent colleges and universities.

---

*See discussion on pages 63 - 68.

**See discussion on pages 87 - 91.

***See discussion on pages 115 - 116 and 122 - 124.

Furthermore, students who cannot afford the fees charged by the self-supporting CSUC External Degree Program would likewise be assisted.

- 2) incentives for the University of California to establish a part-time policy, part-time pro-rated fees, and appropriate modifications in course scheduling to accommodate part-time students on the campus. This amounts to expansion of the Extended University concept; however, the off-campus activity of the Extended University may be less important, at present, than the fact that it is the only UC program stressing part-time scheduling and appropriate fee modifications.

- 3) expanded state funding for the CSUC 19-campus Consortium. At present, the Consortium is the only vehicle for the statewide administration of time-and place-free degree study. UC's Extended University is highly decentralized and programs vary greatly among the eight campuses which are involved. The programs of the independent colleges and universities are not centrally coordinated in any way. The activities of the Consortium to date suggest that it has the potential to serve as a necessary coordinating unit for the state.

In general, it is probably desirable for state policy to encourage access to degree study for adult students. However, it is important to bear in mind that the motivation to obtain an academic degree is not universal. Census figures for 1970 indicate that out of California's 11 million over-25 adults, 1.2 million have not completed the eighth grade, and an additional 2.8 million have not completed high school. The relevance to this population of external degrees, independent study, credit by examination, credit for prior experience, and other elitist postsecondary innovations is highly questionable.

The local adult schools and the community colleges have as one of their particular concerns the education and vocational training of the educationally, socially, and economically disadvantaged. These two segments conduct the majority of educational programs which are designed for special populations -- for example, the physically disabled or senior adults. They are the chief respondents to locally expressed needs, particularly the needs of the rural and urban poor.

Increased state financial support for community education and development programs and for programs aimed at high cost, high risk populations are urgently needed. Presently, adult school and community college teachers and administrators confront a distressing set of social and individual educational needs with very inadequate financial resources. Ethically, it is difficult to argue that the educationally, socially, and vocationally disadvantaged in the population should not have the greatest claim on the state's resources for postsecondary education.

For this group, approximately one-third of the adult population, the following programs appear deserving of further evaluation: the Regional Occupation Centers and Programs (ROC/P)[1], community-based education projects in the local school districts[2], the community services activities of the community colleges[3], and proprietary school training.[4]

Furthermore, the many special programs developed by the community colleges and adult schools for ethnic minority students, mature women returning to school, senior adults, the physically disabled, and other disadvantaged populations[5] are an important educational resource which could benefit from more direct encouragement and support at the state level.

In conclusion, this report has documented the existence of a great variety of postsecondary educational programs in the state. What now needs to be done is an intensive evaluation of the quality and social impact of these various programs. This is not easily done. However, in a period of scarce economic resources, effective educational policy requires that critical judgments be made so that the state's financial investments will be committed to those educational programs which demonstrate the greatest long-term social benefit.

---

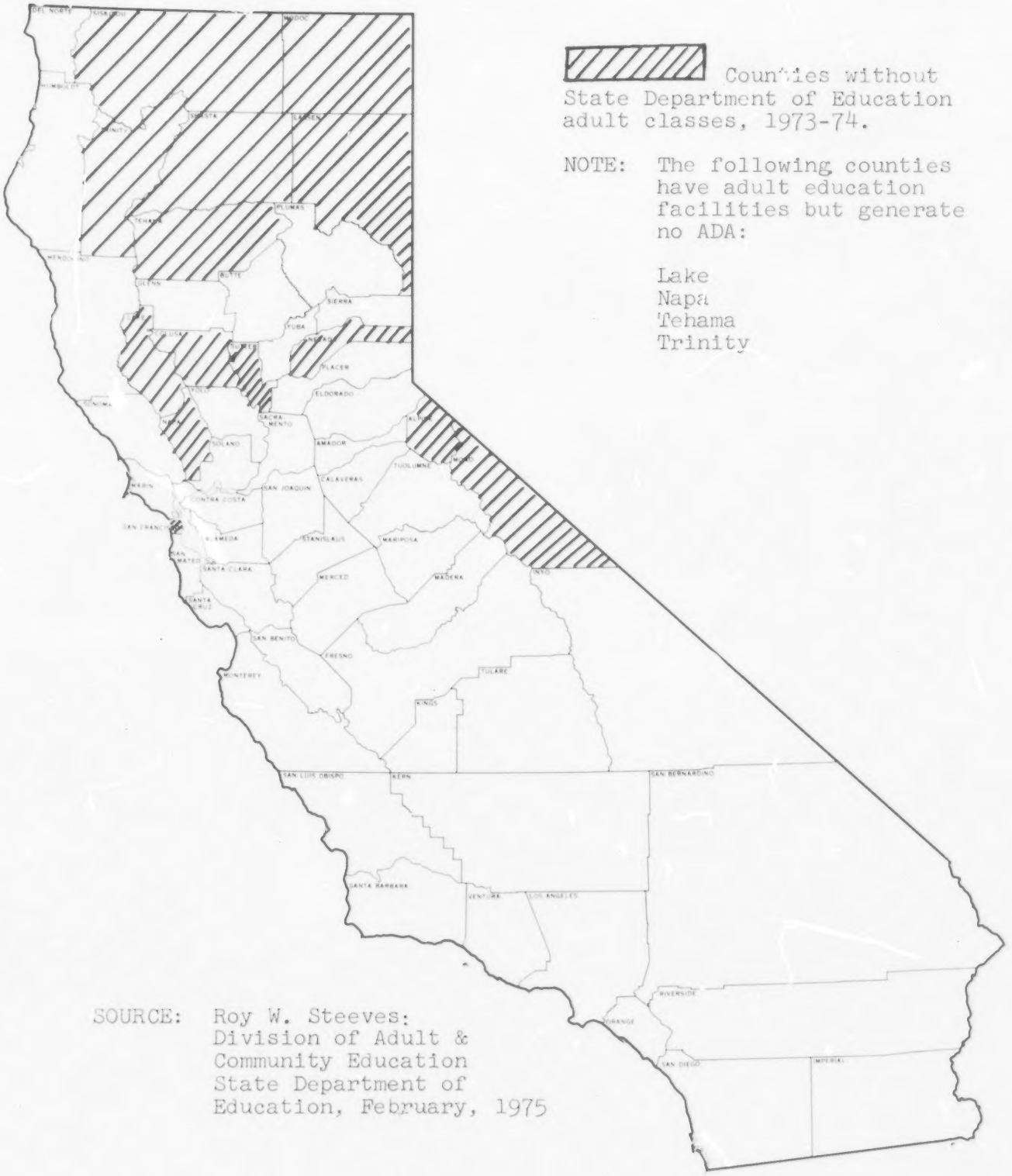
1 - See discussion on pages 18 - 21.
2 - See discussion on pages 21 - 23.
3 - See discussion on pages 46 - 48.
4 - See discussion on pages 27 - 33.
5 - See discussion on pages 13 - 14, 48 - 53.

APPENDICES

APPENDIX A

ADULT AND COMMUNITY EDUCATION, STATE DEPARTMENT OF EDUCATION

APPENDIX A: Figure 1



Counties without State Department of Education adult classes, 1973-74.

NOTE: The following counties have adult education facilities but generate no ADA:

Lake
Napa
Tehama
Trinity

SOURCE: Roy W. Steeves:
Division of Adult &
Community Education
State Department of
Education, February, 1975

APPENDIX A: Figure 1a

ADULT EDUCATION PROGRAMS BY COUNTY (1973-74)

COUNTY	ADULT A.D.A.
Alameda	9,684.0 (Units)
Amador	21.
Butte	1,058.
Calaveras	5.
Contra Costa	2,476.
Del Norte	23.
El Dorado	157.
Fresno	2,193.
Glenn	89.
Humboldt	632.
Imperial	174.
Inyo	20.
Kern	1,582.
Kings	416.
*Lake	0
Los Angeles	76,708.
Madera	147.
Mariposa	5.
Marin	476.
Mendocino	116.
Merced	575.
Monterey	1,528.
*Napa	0
Orange	1,657.
Placer	247.
Plumas	26.
Riverside	1,843.
Sacramento	8,629.
San Benito	38.
San Bernardino	3,392.
San Diego	7,334.
San Joaquin	1,090.
San Luis Obispo	725.
San Mateo	2,362.
Santa Barbara	337.
Santa Clara	7,532.
Santa Cruz	1,154.
Sierra	2.
Solano	1,233.
Sonoma	1,027.
Stanislaus	335.
*Tehama	0
*Trinity	0
Tulare	1,982.
Tuolumne	32.
Ventura	2,478.
Yolo	413.
Yuba	69.

*Have adult education but no A.D.A. in 1973-74

APPENDIX A: Figure 2

ENROLLMENTS IN ADULT SCHOOLS BY SUBJECT AREA

Area of Study and Class Title	Total Number of Students Enrolled in Each Area (1973-74)	Percentage
1. Adult Basic Education (total)	1. 184,982	11%
a. Elementary subjects (Equivalent to grades one through eight)	a. 30,130	
b. English as second language (English for foreign born)	b. 154,052	
2. English and speech arts	2. 86,735	5%
3. Foreign languages	3. 66,690	4%
4. Mathematics	4. 35,872	2%
5. Sciences (total)	5. 20,194	1%
a. Natural	a. 11,846	
b. Physical	b. 8,348	
6. Social sciences	6. 92,846	6%
7. Americanization (Citizenship)	7. 11,548	1%
8. Business education (total)	8. 185,477	11%
a. Accounting and business data processing	a. 29,836	
b. Marketing or distributive education	b. 23,274	
c. Office education	c. 132,367	
9. Fine arts and music (total)	9. 129,562	8%
a. Art	a. 81,283	
b. Music	b. 48,279	
10. Homemaking	10. 136,504	8%
11. Parent education	11. 76,948	5%
12. Industrial education and agriculture (total)	12. 182,854	11%
a. Agriculture	a. 12,469	
b. Industrial education	b. 170,385	
13. Civic education, community development, special fields	13. 184,598	11%
a. Civic education and leadership training	a. 30,176	
b. Safety education	b. 61,149	
c. Handicapped adults' classes	c. 21,946	
d. Gerontology	d. 22,082	
e. Driver education and driver training	e. 49,445	

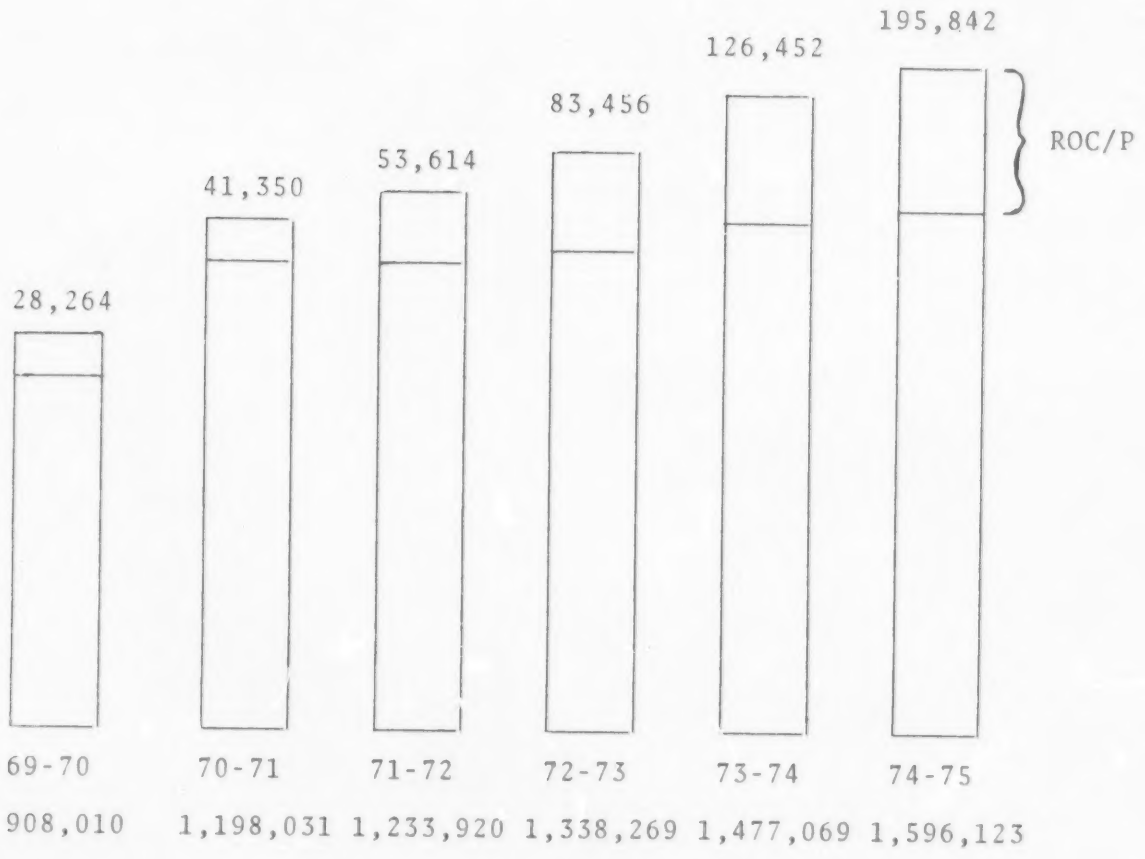
Area of Study and Class Title	Total Number of Students Enrolled in Each Area (1973-74)	Percentage
14. Crafts and decorative arts	14. 106,922	6%
15. Health and physical education	15. 97,134	6%
16. Forum and lecture series	16. 62,425	4%
TOTAL	1,661,341*	100%

*Figure includes multiple enrollments, i.e., one person taking more than one class.

Source: Bureau of Adult Education, California State Department of Education.

APPENDIX A: Figure 3

TOTAL ENROLLMENTS IN VOCATIONAL EDUCATION (ACROSS SEGMENTS)
1969--75



Source: California Advisory Council for Vocational Education and Technical Training.

APPENDIX A: Figure 4

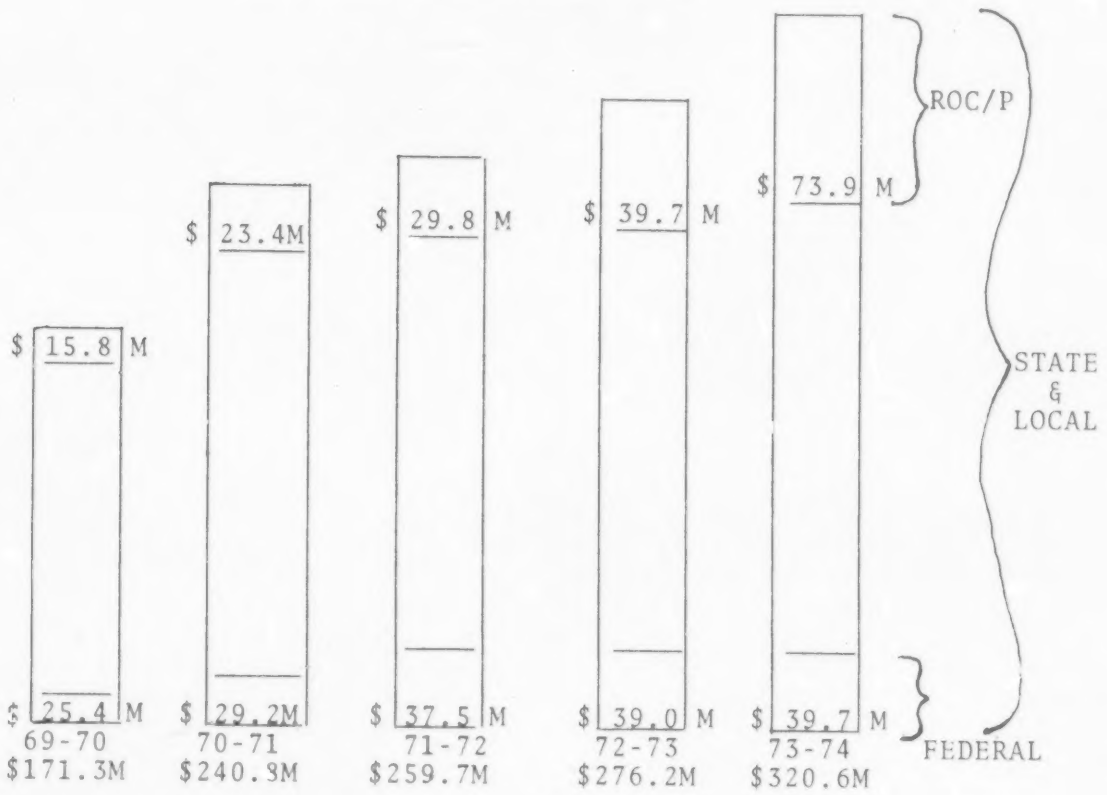
NUMBER OF ROC/P OPERATIONAL UNITS 1969-75

	69-70	70-71	71-72	72-73	73-74	74-75
#ROC/P's	24	30	37	46	55	62
#High School Districts	115	142	169	234	319	331*

*331 out of 368 high school and unified districts represents a 90% level of participation.

APPENDIX A: Figure 5

YEARLY EXPENDITURE OF FUNDS FOR VOCATIONAL EDUCATION 1969-74



Source: California Advisory Council on Vocational Education and Technical Training

APPENDIX A: Figure 6

ROC RESULTS FROM COMMUNITY ADULT SURVEY (LOS ANGELES)
ETHNIC BACKGROUND

Source: Los Angeles Unified School District, Division of Career and Continuing Education

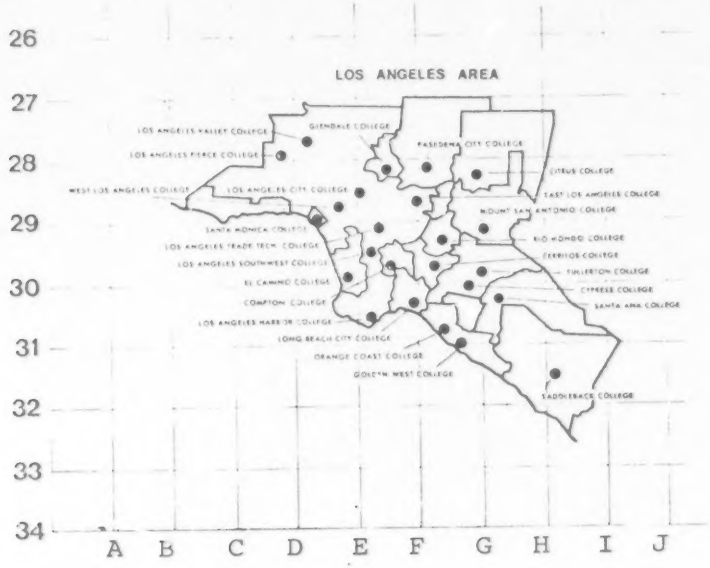
APPENDIX B

COMMUNITY COLLEGES

CALIFORNIA COMMUNITY COLLEGES

1974

COLLEGE OF ALAMEDA, ALAMEDA (PERALTA CC DISTRICT)	B 18	CUESTA COLLEGE, SAN LUIS OBISPO (SAN LUIS OBISPO COUNTY CC DISTRICT)	K 24	LONG BEACH CITY COLLEGE, LONG BEACH (LONG BEACH CC DISTRICT)	F 30	NORTH PERALTA COLLEGE (PERALTA CC DISTRICT)	C 18	SAN JOSE CITY COLLEGE, SAN JOSE (SAN JOSE CC DISTRICT)	D 20
ALAN HANCOCK COLLEGE, SANTA MARIA (ALAN HANCOCK CC DISTRICT)	K 25	CYPRESS COLLEGE, CYPRESS (NORTH ORANGE COUNTY CC DISTRICT)	G 30	LOS ANGELES CITY COLLEGE, LOS ANGELES (LOS ANGELES CC DISTRICT)	E 29	OHLONE COLLEGE, FREMONT (FREMONT-NEWARK CC DISTRICT)	C 19	COLLEGE OF SAN MATEO, SAN MATEO (SAN MATEO CC DISTRICT)	B 19
AMERICAN RIVER COLLEGE, SACRAMENTO (LOS RIOS CC DISTRICT)	J 13	DE ANZA COLLEGE, CUPERTINO (FOOTHILL CC DISTRICT)	L 20	LOS ANGELES HARBOR COLLEGE, WILMINGTON (LOS ANGELES CC DISTRICT)	E 31	ORANGE COAST COLLEGE, COSTA MESA (COAST CC DISTRICT)	F 31	SANTA ANA COLLEGE, SANTA ANA (RANCHO SANTIAGO CC DISTRICT)	G 30
ANTELOPE VALLEY COLLEGE, LANCASTER (ANTELOPE VALLEY CC DISTRICT)	B 26	COLLEGE OF THE DESERT, PALM DESERT (COACHELLA VALLEY CC DISTRICT)	V 29	LOS ANGELES PIERCE COLLEGE, WOODLAND HILLS (LOS ANGELES CC DISTRICT)	D 28	PALO VERDE COLLEGE, BLYTHE (PALO VERDE CC DISTRICT)	Z 29	SANTA BARBARA CITY COLLEGE, SANTA BARBARA (SANTA BARBARA CC DISTRICT)	M 27
BAKERSFIELD COLLEGE, BAKERSFIELD (KERN CC DISTRICT)	D 24	DIABLO VALLEY COLLEGE, PLEASANT HILL (CONTRA COSTA CC DISTRICT)	C 17	LOS ANGELES SOUTHWEST COLLEGE, LOS ANGELES (LOS ANGELES CC DISTRICT)	E 30	PALOMAR COLLEGE, SAN MARCOS (PALOMAR CC DISTRICT)	T 31	SANTA MONICA COLLEGE, SANTA MONICA (SANTA MONICA CC DISTRICT)	D 29
BARSTOW COLLEGE, BARSTOW (BARSTOW CC DISTRICT)	T 25	EAST LOS ANGELES COLLEGE, LOS ANGELES (LOS ANGELES CC DISTRICT)	F 29	PASADENA CITY COLLEGE, PASADENA (PASADENA AREA CC DISTRICT)	F 28	SANTA ROSA JUNIOR COLLEGE, SANTA ROSA (SONOMA COUNTY CC DISTRICT)	F 14
BUTTE COLLEGE, OROVILLE (BUTTE CC DISTRICT)	I 10	EL CAMINO COLLEGE, TORRANCE (EL CAMINO CC DISTRICT)	E 30	PORTERVILLE COLLEGE, PORTERVILLE (KERN CC DISTRICT)	O 22	COLLEGE OF THE SEQUOIAS, VISALIA (COLLEGE OF THE SEQUOIAS CC DISTRICT)	N 21
CABRILLO COLLEGE, APTOS (SANTA CRUZ CC DISTRICT)	H 16	FEATHER RIVER COLLEGE, QUINCY (PERALTA CC DISTRICT)	K 9	LOS ANGELES TRADE-TECH COLLEGE, LOS ANGELES (LOS ANGELES CC DISTRICT)	E 29	COLLEGE OF THE REDWOODS, EUREKA (REDWOODS CC DISTRICT)	C 6	SHASTA COLLEGE, REDDING (SHASTA-TEHAMA-TRINITY CC DISTRICT)	H 7
CANADA COLLEGE, REDWOOD CITY (SAN MATEO CC DISTRICT)	C 19	FOOTHILL COLLEGE, LOS ALTOS HILLS (FOOTHILL CC DISTRICT)	C 20	LOS ANGELES VALLEY COLLEGE, VAN NUYS (LOS ANGELES CC DISTRICT)	D 28	REEDLEY COLLEGE, REEDLEY (STATE CENTER CC DISTRICT)	N 20	SIERRA COLLEGE, ROCKLIN (SIERRA CC DISTRICT)	J 13
COLLEGE OF THE CANYONS, VALENCIA (SANTA CLARITA CC DISTRICT)	P 27	FRESNO CITY COLLEGE, FRESNO (STATE CENTER CC DISTRICT)	M 20	LOS MEDANOS COLLEGE, PLEASANT HILL (CONTRA COSTA CC DISTRICT)	D 16	RIO HONDO COLLEGE, WHITTIER (RIO HONDO CC DISTRICT)	F 29	COLLEGE OF THE SISKIYOUS, WEED (SISKIYOU CC DISTRICT)	H 4
CERRITOS COLLEGE, NORWALK (CERRITOS CC DISTRICT)	F 30	FULLERTON COLLEGE, FULLERTON (NORTH ORANGE COUNTY CC DISTRICT)	G 30	COLLEGE OF MARIN, KENTFIELD (MARIN CC DISTRICT)	A 17	RIVERSIDE CITY COLLEGE, RIVERSIDE (RIVERSIDE CC DISTRICT)	S 28	SKYLINE COLLEGE, SAN BRUNO (SAN MATEO CC DISTRICT)	B 19
CERRO COSO COLLEGE, RIDGECREST (KERN CC DISTRICT)	R 23	GAVILAN COLLEGE, GILROY (GAVILAN JOINT CC DISTRICT)	I 19	MENDOCINO COLLEGE, UKIAH (MENDOCINO CC DISTRICT)	E 12	SACRAMENTO CITY COLLEGE, SACRAMENTO (LOS RIOS CC DISTRICT)	J 14	SOLANO COLLEGE, SUISUN CITY (SOLANO COUNTY CC DISTRICT)	H 15
CHABOT COLLEGE, HAYWARD (SOUTH COUNTY CC DISTRICT)	C 15	GLENDALE COLLEGE, GLENDALE (GLENDALE CC DISTRICT)	E 28	MERCED COLLEGE, MERCED (MERCED CC DISTRICT)	L 18	SADDLEBACK COLLEGE, MISSION VIEJO (SADDLEBACK CC DISTRICT)	H 32	SOUTHWESTERN COLLEGE, CHULA VISTA (SWEETWATER CC DISTRICT)	T 33
CHAFFEY COLLEGE, ALTA LOMA (CHAFFEY CC DISTRICT)	S 28	GOLDEN WEST COLLEGE, HUNTINGTON BEACH (COAST CC DISTRICT)	G 31	MERRITT COLLEGE, OAKLAND (PERALTA CC DISTRICT)	C 18	SAN BERNARDINO VALLEY COLLEGE, SAN BERNARDINO (SAN BERNARDINO CC DISTRICT)	S 28	TAFT COLLEGE, TAFT (WEST KERN CC DISTRICT)	N 25
CITRUS COLLEGE, AZUSA (CITRUS CC DISTRICT)	G 28	GROSSMONT COLLEGE, EL CAJON (GROSSMONT CC DISTRICT)	T 32	MIRA COSTA COLLEGE, OCEANSIDE (OCEANSIDE-CARLSBAD CC DISTRICT)	S 31	SAN DIEGO CITY COLLEGE, SAN DIEGO (SAN DIEGO CC DISTRICTS)	T 32	VENTURA COLLEGE, VENTURA (VENTURA COUNTY CC DISTRICT)	M 27
COLUMBIA JUNIOR COLLEGE, COLUMBIA (YOSEMITE JUNIOR COLLEGE DISTRICT)	L 16	HARTNELL COLLEGE, SALINAS (HARTNELL CC DISTRICT)	I 19	MODESTO JUNIOR COLLEGE, MODESTO (YOSEMITE JUNIOR COLLEGE DISTRICT)	J 16	SAN DIEGO EVENING COLLEGE, SAN DIEGO (SAN DIEGO CC DISTRICT)	T 32	VICTOR VALLEY COLLEGE, VICTORVILLE (VICTOR VALLEY CC DISTRICT)	S 26
COMPTON COLLEGE, COMPTON (COMPTON CC DISTRICT)	F 30	IMPERIAL VALLEY COLLEGE, IMPERIAL (IMPERIAL CC DISTRICT)	X 32	MONTEREY PENINSULA COLLEGE, MONTEREY (MONTEREY PENINSULA CC DISTRICT)	H 20	SAN DIEGO MESA COLLEGE, SAN DIEGO (SAN DIEGO CC DISTRICT)	T 32	WEST HILLS COLLEGE, COALINGA (WEST HILLS CC DISTRICT)	L 21
CONTRA COSTA COLLEGE, SAN PABLO (CONTRA COSTA CC DISTRICT)	B 17	INDIAN VALLEY COLLEGES, NOVATO (MARIN CC DISTRICT)	A 16	MOORPARK COLLEGE, MOORPARK (VENTURA COUNTY CC DISTRICT)	O 27	SAN DIEGO MIRAMAR COLLEGE, SAN DIEGO (SAN DIEGO CC DISTRICT)	T 32	WEST LOS ANGELES COLLEGE, CULVER CITY (LOS ANGELES CC DISTRICT)	E 29
COSUMNES RIVER COLLEGE, SACRAMENTO (LOS RIOS CC DISTRICT)	J 14	LANEY COLLEGE, OAKLAND (PERALTA CC DISTRICT)	C 18	MOUNT SAN ANTONIO COLLEGE, WALNUT (MT. SAN ANTONIO CC DISTRICT)	G 29	SAN DIEGO-MIRAMAR COLLEGE, SAN DIEGO (SAN DIEGO CC DISTRICT)	T 32	WEST VALLEY COLLEGE, SARATOGA (WEST VALLEY CC DISTRICT)	D 21
CRAFTON HILLS COLLEGE, YUCAIPA (SAN BERNARDINO CC DISTRICT)	P 28	LASSEN COLLEGE, SUSANVILLE (LASSEN CC DISTRICT)	K 8	MT. SAN JACINTO COLLEGE, SAN JACINTO (MT. SAN JACINTO CC DISTRICT)	T 29	CITY COLLEGE OF SAN FRANCISCO, SAN FRANCISCO (SAN FRANCISCO CC DISTRICT)	B 18	YUBA COLLEGE, MARYSVILLE (YUBA CC DISTRICT)	I 12
				NAPA COLLEGE, NAPA (NAPA CC DISTRICT)	G 14	SAN JOAQUIN DELTA COLLEGE, STOCKTON (SAN JOAQUIN DELTA CC DISTRICT)	J 15		



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 33
LEGEND
Territory not in Community College Districts
Colleges

APPENDIX B: Figure 2

EXTERNAL DEGREE PROGRAMS OF THE CALIFORNIA COMMUNITY COLLEGES

SPRING, 1972

Source: Coordinating Council for Higher Education, A Preliminary Study of External Degrees in California, Report No. 73-5, July, 1973

Legend for Figure 2

Santa Rosa College:
1. Pt. Arena: A.A. (General Education).
2. Ukiah: A.A. (General Education, Community Mental Health).
3. Lower Lake: A.A. (General Education).
4. Sonoma: A.A. (General Education).

American River College:
5. Sacramento: A.A. (Nursery School).
6. Placerville: Certificate (General Education), A.A. (General Education)

Chabot College:
7. Livermore: Certificate (Elec., Fire Science, Instruc. Aide, Nursery School, Rad. Tech., Real Estate, Supervision), A.A. (General Education).
8. Pleasanton: Certificate (Elec., Fire Science, Instruc. Aide, Nursery School, Rad. Tech., Real Estate, Supervision), A.A. (General Education).
9. San Leandro: A.A. (General Education).

City College of San Francisco:
10. San Francisco, Downtown Centers: Certificate (Business).
11. San Francisco Airport: A.A. (Aviation Maintenance).

West Hills College:
12. Dos Palos: A.A. (General Education).
13. Firebaugh: A.A. (General Education).
14. Riverdale: A.A. (General Education).
*15. Lemoore NAS: A.A. (General Education).

East Los Angeles Community College:
16. Los Angeles City Hospital: A.A. (Emergency Dept. Asst.).
17. Los Angeles Sheriff's Academy: Certificate (Sheriff's Cadet).
18. Los Angeles Fire Training Center: A.A. (Fire Science).
19. Los Angeles Civic Center: A.A. (Supervision & Mgmt., Real Estate, Business Data Processing).

College of the Redwoods:
20. Crescent City: Certificate (General Education), A.A. (General Education).
21. Klamath/Trinity: Certificate (General Education), A.A. (General Education).
22. Hoopa/Willow Creek: Certificate (General Education), A.A. (General Education).
23. McKinleyville: Certificate (General Education), A.A. (General Education).
24. Garberville: Certificate (General Education), A.A. (General Education).
25. Ft. Bragg: Certificate (General Education), A.A. (General Education).

Sierra College:
26. Grass Valley: A.A. (General Education).

Diablo Valley College:
27. Pittsburg: A.A. (General Education).
28. Antioch: A.A. (General Education).
29. Brentwood: A.A. (General Education).
30. San Ramon: A.A. (General Education).

Cuesta College:
31. Atascadero: A.A. (Real Estate).
32. San Luis Obispo: A.A. (Real Estate, Police Science).

Victor Valley College
33. George AFB: A.A. (General Education).
34. Victorville: A.A. (General Education).
35. Apple Valley: A.A. (General Education).

Cerritos College:
36. Downey: Certificate (Business), A.A. (Business).
37. La Habra: Certificate (Business), A.A. (Business).

Compton Community College:
38. Compton: A.A. (General Education).

*Asterisk (star on the map) represents military base.

APPENDIX C

CALIFORNIA STATE UNIVERSITY AND COLLEGES

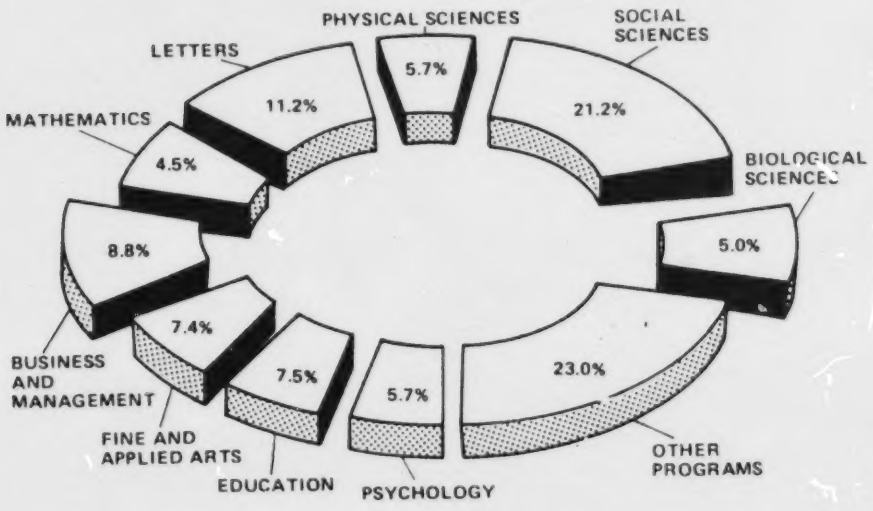
APPENDIX C: Figure 1

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

	CHRONOLOGICAL ORDER AND NAME OF CAMPUS	DATE ESTABLISHED
1.	SAN JOSE STATE UNIVERSITY	1857
2.	CALIFORNIA STATE UNIVERSITY, CHICO	1887
3.	SAN DIEGO STATE UNIVERSITY	1897
3a.	IMPERIAL VALLEY CAMPUS	
4.	SAN FRANCISCO STATE UNIVERSITY	1899
5.	CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO	1901
6.	CALIFORNIA STATE UNIVERSITY, FRESNO	1911
7.	HUMBOLDT STATE UNIVERSITY	1913
8.	CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA	1938
9.	CALIFORNIA STATE UNIVERSITY, LOS ANGELES	1947
10.	CALIFORNIA STATE UNIVERSITY, SACRAMENTO	1947
11.	CALIFORNIA STATE UNIVERSITY, LONG BEACH	1949
12.	CALIFORNIA STATE UNIVERSITY, FULLERTON	1957
13.	CALIFORNIA STATE UNIVERSITY, HAYWARD	1957
14.	CALIFORNIA STATE COLLEGE, STANISLAUS	1957
15.	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE	1958
16.	CALIFORNIA STATE COLLEGE, SONOMA	1960
17.	CALIFORNIA STATE COLLEGE, SAN BERNARDINO	1960
18.	CALIFORNIA STATE COLLEGE, DOMINGUEZ HILLS	1960
19.	CALIFORNIA STATE COLLEGE, BAKERSFIELD	1965

APPENDIX C: Figure 2

PERCENT DISTRIBUTION OF STUDENT CREDIT UNITS
BY DISCIPLINE DIVISION, ALL CAMPUSES, FALL 1972



ACADEMIC PLANNING

Data on student credit units and full-time equivalent faculty by discipline division are collected through the Academic Planning Data Base (APDB). Implemented in the Fall of 1971, the Academic Planning Data Base provides detailed information in specific courses and their enrollments in designated disciplines, the physical location of the courses, meeting times, staffing mode, student credit units generated, and weighted teaching units per faculty member.

Data were provided by the Division of Academic Program and Resource Planning.

Source: CSUC, Statistical Abstract, 1973, p.500.

APPENDIX C: Figure 3

SCHEDULE OF FEES (CSUC)

Fees for Materials and Service - All Students: on basis of units carried. (Auditors pay same fees as students carrying courses for credit.)

0 units - 3.9 units	$72.50
4 units - 7.9 units	78.50
8 units - 11.9 units	84.50
12 or more units	93.50

The above fees also include a student activity fee of $9.50, a student union fee of $9.00 and a nonrefundable facilities fee of $3.00.

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 4

CSUC CONTINUING EDUCATION
NET ENROLLMENTS IN THE 1973-74 EXTENSION PROGRAMS

Campuses	Regular	Concurrent Enrollment
Bakersfield	1,473	82
Chico	6,751	186
Dominguez Hills	838	5
Fresno	6,810	6
Fullerton	6,722	0
Hayward	5,983	269
Humboldt	1,278	127
Long Beach	5,738	107
Los Angeles	4,683	0
Northridge	5,005	1
Pomona	3,226	43
Sacramento	8,125	436
San Bernardino	2,122	64
San Diego	3,434	75
San Francisco	7,792	0
San Jose	7,493	392
San Luis Obispo	2,176	182
Sonoma	4,687	106
Stanislaus	2,650	118
TOTAL	86,986	2,199

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 5

CSUC CONTINUING EDUCATION
GROSS AND NET ENROLLMENTS IN THE 1974 SUMMER SESSIONS

GROSS ENROLLMENTS

Campuses	Regular	Contract	External Degree	Workshops, Conferences & Short Courses	Total	Total Net Enrollment
Bakersfield	1,046	309	31	0	1,386	920
Chico	2,782	217	69	0	3,068	2,015
Dominguez Hills	1,227	87	0	0	1,314	893
Fresno	3,123	105	0	722	3,950	3,272
Fullerton	6,003	42	0	1,083	7,128	4,434
Hayward	185	132	0	966	1,283	1,040
Humboldt	700	131	0	63	894	560
Long Beach	11,363	0	0	2,251	13,614	10,806
Los Angeles	581	0	0	428	1,009	1,009
Northridge	8,212	0	0	558	8,770	5,172
Pomona	0	0	0	0	0	0
Sacramento	2,682	159	0	1,571	4,412	3,761
San Bernardino	1,125	0	85	0	1,210	828
San Diego	6,462	410	102	0	6,974	5,206
San Francisco	10,257	729	0	1,509	12,495	7,605
San Jose	10,254	674	0	0	10,928	7,834
San Luis Obispo	666	0	0	105	771	441
Sonoma	1,675	128	357	0	2,160	1,460
Stanislaus	864	0	0	61	925	867
TOTAL	69,207	3,123	644	9,317	82,291	58,123

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 6

CSUC EXTENSION COURSE FEES, 1974-75

FEE CATEGORY	SEMESTER UNIT	QUARTER UNIT
A. STANDARD COURSE FEES		
1. Lecture-Discussion Course	$28.00	$18.75
2. Activity Course	$36.50	$24.50
3. Science Laboratory Course	$56.00	$37.50
4. Administrative (Contract) Course	$ 9.00	$ 6.00
B. ADMINISTRATIVE (CONTRACT) FEE	$ 9.00-15.00	$ 6.00-10.00
C. SPECIAL COURSE FEES		
1. Activity	$28.00-36.50	$18.75-24.50
2. Directed Study	$28.00-52.00	$18.75-34.75
3. Field Study	$28.00-33.50	$18.75-22.50
4. Independent Study	$28.00-33.50	$18.75-22.50
5. Individual Study	$28.00-33.50	$18.75-22.50
6. Internship	$28.00-33.50	$18.75-22.50
7. Laboratory	$28.00-56.00	$18.75-37.50
8. Lecture Discussion	$28.00-33.50	$18.75-22.50
9. Parallel Discussion	$28.00-33.50	$18.75-22.50
10. Seminar	$28.00-33.50	$18.75-22.50
11. Workshop	$28.00-33.50	$18.75-22.50

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 7

CSUC SUMMER SESSION FEES, 1975

FEE CATEGORY	SEMESTER UNIT	QUARTER UNIT
A. STANDARD COURSE FEES		
1. Regular Course	$30.00	$20.00
2. Administrative (Contract) Course	$ 9.00	$ 6.00
B. ADMINISTRATIVE (CONTRACT) FEE	$ 9.00-15.00	$ 6.00-10.00
C. SPECIAL COURSE FEES		
1. Activity	$30.00-39.00	$20.00-26.00
2. Field Study	$30.00-36.00	$20.00-24.00
3. Independent Study	$30.00-36.00	$20.00-24.00
4. Individual Study	$30.00-36.00	$20.00-24.00
5. Internship	$30.00-36.00	$20.00-24.00
6. Laboratory	$30.00-60.00	$24.00-40.00
7. Lecture Discussion	$30.00-36.00	$20.00-24.00
8. Seminar	$30.00-36.00	$20.00-24.00
9. Workshop	$30.00-36.00	$20.00-24.00
10. Student Teaching	$30.00-54.00	$20.00-36.00

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 8

CSUC CONTINUING EDUCATION
COURSE SECTIONS IN THE 1973-74 EXTENSION PROGRAMS

Campuses	Lecture/Discussion Courses		Activity Courses		Science Lab. Courses		Contract Courses	External Degree Courses	Workshops, Conferences & Short Courses	Total
	Regular	Concurrent Enrollment	Regular	Concurrent Enrollment	Regular	Concurrent Enrollment				
Bakersfield	78	60	0	0	0	0	36	9	42	225
Chico	194	65	3	0	1	0	101	34	0	398
Dominguez Hills	16	3	0	0	0	0	3	66	0	38
Fresno	132	5	0	0	0	0	73	0	108	318
Fullerton	377	0	5	0	1	0	165	12	44	604
Hayward	178	301	0	0	0	0	146	0	0	625
Humboldt	48	138	16	9	0	12	42	0	14	279
Long Beach	99	56	2	0	0	1	199	0	0	357
Los Angeles	139	0	1	0	1	0	139	0	17	297
Northridge	79	2	1	0	0	0	58	0	62	202
Pomona	85	50	0	0	0	0	65	0	16	216
Sacramento	195	318	0	0	0	0	115	26	0	654
San Bernardino	91	59	1	1	0	2	68	7	4	233
San Diego	250	214	0	0	0	0	311	22	0	797
San Francisco	173	0	0	0	3	0	115	0	76	367
San Jose	122	292	3	23	0	16	150	0	112	718
San Luis Obispo	32	131	12	7	0	13	41	0	2	238
Sonoma	211	106	0	0	0	0	107	7	0	431
Stanislaus	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL	2,499	1,800	44	40	6	44	1,934	183	497	7,047

Source: CSUC Chancellor's Office.

APPENDIX C: Figure 9

202

CSUC EXTERNAL DEGREE PROGRAMS AND STUDENT ENROLLMENTS
FALL, 1974

CAMPUS	PROGRAM	YEAR INTRODUCED	NUMBER STUDENTS
CSC, Bakersfield	BS, Business Administration	1972	35
	BS, Nursing	1975	0
CSU, Chico	BS, Business Administration	1971	24
	BA, Public Administration	1972	137
	MPA, Pub. Admini.	1974	45
	BA, Social Science	1972	23
	MA, Social Science	1974	19
	BA, Social Welfare	1972	42
	MA, Environmental Planning	1975	0
CSC, Dominguez Hills	MBA, Business Admini.	1972	201
	Portal Program, Business Administration	1973	55
	*BA, Humanities	1974	50
	*MA, Humanities	1974	41
	MS, Medical Tech.	1974	107
	MS, Environmental Studies	1975	0
	MS, Administration	1975	0
CSU, Fullerton	MPA, Public Administration	1972	57
CSU, Long Beach	*MA, Vocational Education	1974	104
CSU, Northridge	MS, Engineering	1974	27
	BS, Health Science Administration	1975	0
CSU, Sacramento	BA, Criminal Justice	1972	358
	BS, Nursing	1974	119
CSC, San Bernardino	MA, Elementary Ed.	1973	64
	BA, Social Science	1974	20
San Diego State	BS, Criminal Justice Adm.	1973	51
	MA, Educational Adm.	1974	17

CAMPUS	PROGRAM	YEAR INTRODUCED	NUMBER STUDENTS
CSC, Sonoma	BA, Criminal Justice	1974	7
	MA, Education (Early Childhood and Special)	1973	87
	*BA, Liberal Arts	1974	37
	MS, Medical Tech.	1974	27
	MA, Psychology (Clinical Emphasis)	1972	136
	MA, Counseling	1975	0
The Consortium	BA, Business Administration	1974	4
	MPA, Public Administration	1974	159
	TOTAL		2,053

*In collaboration with the Consortium

Source: CSUC Chancellor's Office, March, 1975.

APPENDIX C: Figure 10

OFFICE OF THE CHANCELLOR, CSUC

Summary of Special Services for Disabled Students

	BAK	CHI	D H	FRE	FUL	HAY	HUM	L B	L A	NOR	POM	SAC	S B	S D	S F	S J	SLO	SON	STA
Registration																			
Pre-Registration Notification		X		X	X	X		X		X	X			X		X			
Early Registration		X	X	X	X	X	X	X		X	X	X		X		X	X		
Helpers Provided		X	X	X	X	X		X	X	X	X	X		X		X	X		
Orientation Services																			
Map Guides	X	X		X		X		X		X				X	X	X			
Braille Map Guides														X		X			
Disabled Services Pamphlets		X	X	X		X		X	X	X				X	X	X			
Campus Tours		X						X	X	X	X	X	X	X	X	X			
Orientations for Disabled		X			X	X		X		X	X	X		X	X	X			
Disabled Service Center		X	X	X	X	X		X	X	X		X		X	X	X			
Other Student Services																			
Special Loans/Scholarships[a]				X					X	X				X					
Disabled Placement Advisor						X													
Disabled Counselor		X		X		X		X		X				X					
Disabled Health Services			X		X	X			X			X		X	X		X		
Disabled Activities Programs						X				X		X		X		X			
Residence Halls																			
Disabled Bed Spaces		100	na	28	na	na	116	56	na	na	ni	ni	22	ni	60	156	106	12	na
% Total Bed Spaces		17		2			10	6					5		5	9.5	3.5	3	
Instructional Services																			
Library Study Facility	X	X		X	X	X		X	X	X	X	X		X	X	X			
Disabled Physical Education Classes		X		X		X		X	X	X		X		X	X	X			
Move Inaccessible Classes		X	X	X		X	X	X	X	P		X	X	X	X	X			
Special Academic Advisement		X				X		X			X			X					
Parking																			
ASA Parking Stalls	8	15	7	20	6	37	0	22	100	30	10	67	20	ni	7	34	.10	10	29

KEY: X = Service offered P = Partial availability of service na = Not applicable ni = No information

Source: Campus Questionnaire (March, 1974) Task Force on Disabled Students, CSUC, Report on Conditions, Services, and Facilities for Disabled Students in the California State University and Colleges, Dec. 1974.

APPENDIX C: Figure 11

AREAS OF EMPHASIS
STATE GRANT PROGRAM, 1972-73/ 1974-75

	Independent Study	Credit By Examination	Comprehensive Core Examinations	Self-Pacing	Time-Shortened Degrees	Testing Modes of Instruction	Mediated Instruction Emphasis	Faculty Development	Dissemination of Innovations	Reduction of Attrition	New Use of Time & Facilties	Improvement of Efficiency
PRIMARY EMPHASIS												
a. Campus	4	7	4	26	2	13	11	4	–	4	6	8
b. Inter-campus	–	1	3	2	–	1	1	4	4	–	–	4
SECONDARY EMPHASIS												
a. Campus	19	6	6	23	1	27	30	1	6	4	9	30
b. Intercampus	2	3	–	3	–	3	4	2	7	1	3	6

Note: Project renewals not listed. Projects beginning as single campus projects and later becoming an inter-campus or system project are listed in both cases.

Source: Division of New Program Development and Evaluation, Office of the Chancellor, CSUC, The Challenge of Creative Change, March, 1975

APPENDIX C: Figure 12

ARTICULATION OF CSUC EXTERNAL DEGREE PROGRAMS WITH COMMUNITY COLLEGES

Several CSUC External Degree Programs are offered at community college sites, where CSUC students use the library and other facilities. The community colleges provide any lower division instruction that may be required by CSUC students and community college students may transfer from A.A. programs into the upper division External Degree Program. The following is a list of articulated programs:*

CAMPUS SPONSOR	DEGREE PROGRAM	COMMUNITY COLLEGE
CSU Chico	B.A. Public Administration	Yuba
	"	College of the Siskiyous
	"	Lassen
	B.A. Social Welfare	Shasta
	"	Yuba
	B.A. Social Science	(Shasta
	B.A. Business Administration	(Yuba
CSU Sacramento	B.A. Criminal Justice	Diablo Valley
	"	Delta
	"	College of the Redwoods
	"	Hartnell
	B.A. Nursing	San Joaquin Delta
CSC Sonoma	B.A. Criminal Justice	Mendocino

*Master's level External Degree Programs are also offered at community college sites, however, these programs do not involve articulation or transfer.

Source: CSUC Chancellor's Office, June, 1975.

APPENDIX D

UNIVERSITY OF CALIFORNIA

APPENDIX D: Figure 1

ENROLLMENTS (HEADCOUNT) BY PILOT PROGRAM
EXTENDED UNIVERSITY FALL 1974-WINTER 1975
UNIVERSITY OF CALIFORNIA

CAMPUS	DEGREE PROGRAM	FALL '74	WINTER '75
Berkeley	Business Administration	201	220
	Engineering	30	39
	Public Health	17	23
Davis	B.A.	206	224
	Grad.	140	158
Irvine	GSA	16	18
	Social Ecology - B.A.	100	103
	Social Ecology - M.A.	41	40
	Spanish	11	11
Los Angeles	Human Services	83	84
	Liberal Studies	64	61
	Architecture	4	3
	MBA	154	149
	M. Education	75	57
	Public Health	48	47
Riverside	M. Administration	86	104
	B. Urban Studies	15	16
	B. Liberal Studies*	10	9
	M. French*	2	2
San Francisco	B.S. Nursing	30	29
Santa Barbara	Electrical Engineering and Comp. Science	85	89
	Urban Ecology	18	22
	Liberal Studies	45	47
	Law and Society	38	31
	Comp. Science	14	14
Santa Cruz	Comm. Studies - off campus	27	39
	Sociology - on campus	2	14

*These programs will be discontinued in 1975 - 76

Source: Dr. Patrick Healey, Dean, Extended University, University of California, April, 1975.

APPENDIX D: Figure 1a

QUARTERLY ENROLLMENTS BY CAMPUS
EXTENDED UNIVERSITY - UC

CAMPUS	FALL 1972	WINTER 1973	SPRING 1973	FALL 1973	WINTER 1974	SPRING 1974	FALL 1974	WINTER 1975
Berkeley	83	92	118	148	149	196	248	282
Davis	34	58	119	200	259	293	346	382
Irvine	----	----	----	150	144	131	168	172
Los Angeles	26	24	24	171	231	270	428	401
Riverside	30	37	44	56	47	52	113	131
San Francisco	----	9	16	15	14	13	30	29
Santa Barbara	----	11	20	97	105	107	200	203
Santa Cruz	----	----	---	7	17	28	29	53
TOTAL:	173	231	340	844	966	1,090	1,562	1,653
UG	30	67	130	316	345	439	634	752
GRADS	143	164	210	528	621	651	928	901

APPENDIX D: Figure 2

UC EXTENDED UNIVERSITY
OFF-CAMPUS LOCATIONS - 1974-75

CAMPUS	PROGRAM	LOCATION
Berkeley	MBA	San Francisco, Hastings College
	MPH	Sacramento
	M.S.Engineering	San Francisco, P.G.&E. Building Santa Rosa, Hewlett-Packard
Davis	M.S.Engineering	Livermore: Sandia Corporation* Lawrence Livermore Labs* Department of Applied Science* Livermore Unified School District* Stockton: UC Davis Learning Center* Sacramento: Dept. Water Resources* Dept. Transportation* (N Street) Dept. Transportation* (Folsom) Aerojet Corporation* Marysville: Yuba City* Oroville: Butte County Center* Colusa: Eskaton Hospital* Chico: Cal State University* Napa: Solano Community Coll* Concord: Diablo Valley Coll.* Pittsburg: Los Medanos College* Dow Chemical Corp.*

CAMPUS	PROGRAM	LOCATION
Riverside	M. Admin.	Ontario San Bernardino Ventura: UC/CSUC Ventura Learning Center Palm Springs Alta Loma Davis campus +
	B.A. Urban Studies	Ventura Escondido Palm Springs Southeast San Diego
Santa Barbara	M.S. Engineering	Point Mugu Navy Base* Vandenburg AFB*
	B.A. Liberal Studies	Ventura: Learning Center*
	B.A. Law and Society	Ventura: Learning Center*
	B.A. Computer Science	Ventura: Learning Center* Point Mugu NB Vandenburg AFB
	M.A. Urban Economics	Ventura: Learning Center*

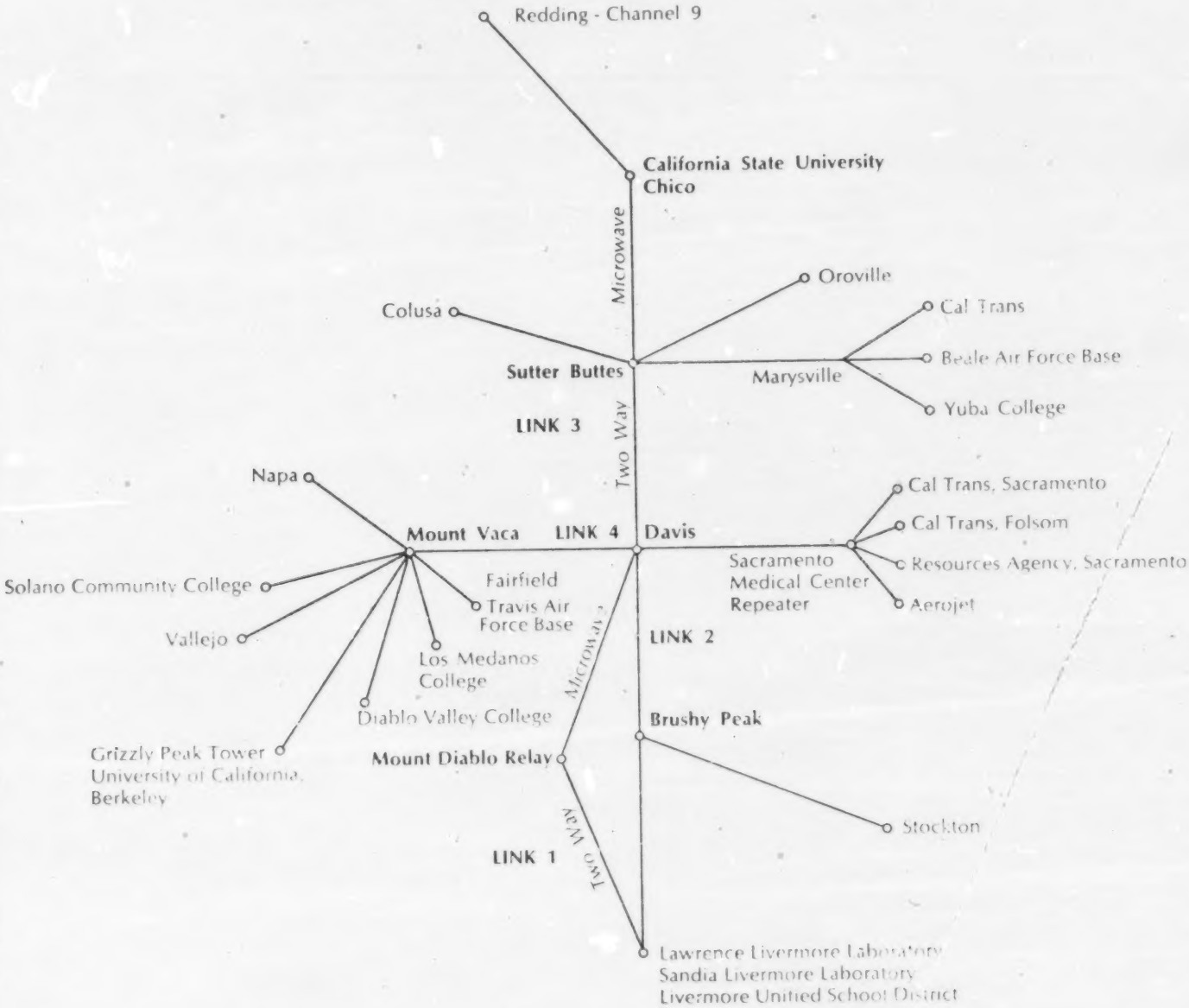
CAMPUS	PROGRAM	LOCATION
Santa Cruz	B.A. Community Studies	Fresno: UNEX Center Santa Clara County: West Valley College Sacred Heart Parish

*Locations equipped to receive television transmission from campuses

+Considered off-campus for Riverside

APPENDIX D: Figure 3

UNIVERSITY OF CALIFORNIA, DAVIS
EDUCATIONAL TELEVISION



Source: Office of Extended Programs, UC Davis, March, 1975.

APPENDIX D: Figure 4

TOTAL COLLEGE-LEVEL REGISTRATIONS BY ACADEMIC SUBDIVISIONS
UC EXTENSION

	Degree Credit	Nondegree Credit	Non-credit	Totals
Agriculture and Natural Resources	652	469	507	1,628
Architecture and Environmental Design	97	1,220	1,367	2,648
Biological Studies	1,728	5,173	1,155	8,056
Business and Management	8,601	10,033	25,388	44,022
Communications	237	1,249	616	2,102
Computer and Information Sciences	303	2,472	214	2,989
Education	3,519	61,134	1,793	66,446
Engineering	965	2,800	8,879	12,644
Fine and Applied Arts	6,737	18,452	7,363	32,552
Foreign Languages	3,745	1,361	848	5,954
Health Professions	824	13,382	31,913	46,119
Home Economics	150	1,210	969	2,329
Law	258	352	44,656	45,266
Letters	5,417	5,190	3,136	13,743
Library Science	4	47	190	241
Mathematics	2,753	1,472	391	4,616
Military Sciences	189	-0-	-0-	189
Physical Sciences	1,395	3,205	1,088	5,688
Psychology	6,113	16,907	10,221	33,241
Social Sciences	8,067	14,063	15,532	37,662
Theology	1	11	16	28
Interdisciplinary Studies	265	692	756	1,713

	Degree Credit	Nondegree Credit	Non-credit	Totals
Not Categorized	87	552	4,813	5,452
TOTALS	52,107	161,446	161,811	375,364

Source: Keith Sexton, Dean of University Extension Programs, University of California.

APPENDIX D: Figure 5

UNIVERSITY OF CALIFORNIA EXTENSION COURSE
FEE SCHEDULE

	FEES/UNITS OF CREDIT			
CAMPUS	1 UNIT	2 UNITS	3 UNITS	4 UNITS
Berkeley	$35	$50	$65	$80
Davis	$30	$40	$50	$60
Irvine	$37	$49	$61	$73
Los Angeles	$35	$45	$55	$65
Riverside	$34	$52	$63	$74
San Diego	$25	$35	$50	$65
Santa Barbara	$35	$50	$60	$80
Santa Cruz	$25	$45	$60	$70

Source: Office of Extended Academic and Public Service Programs, University of California.

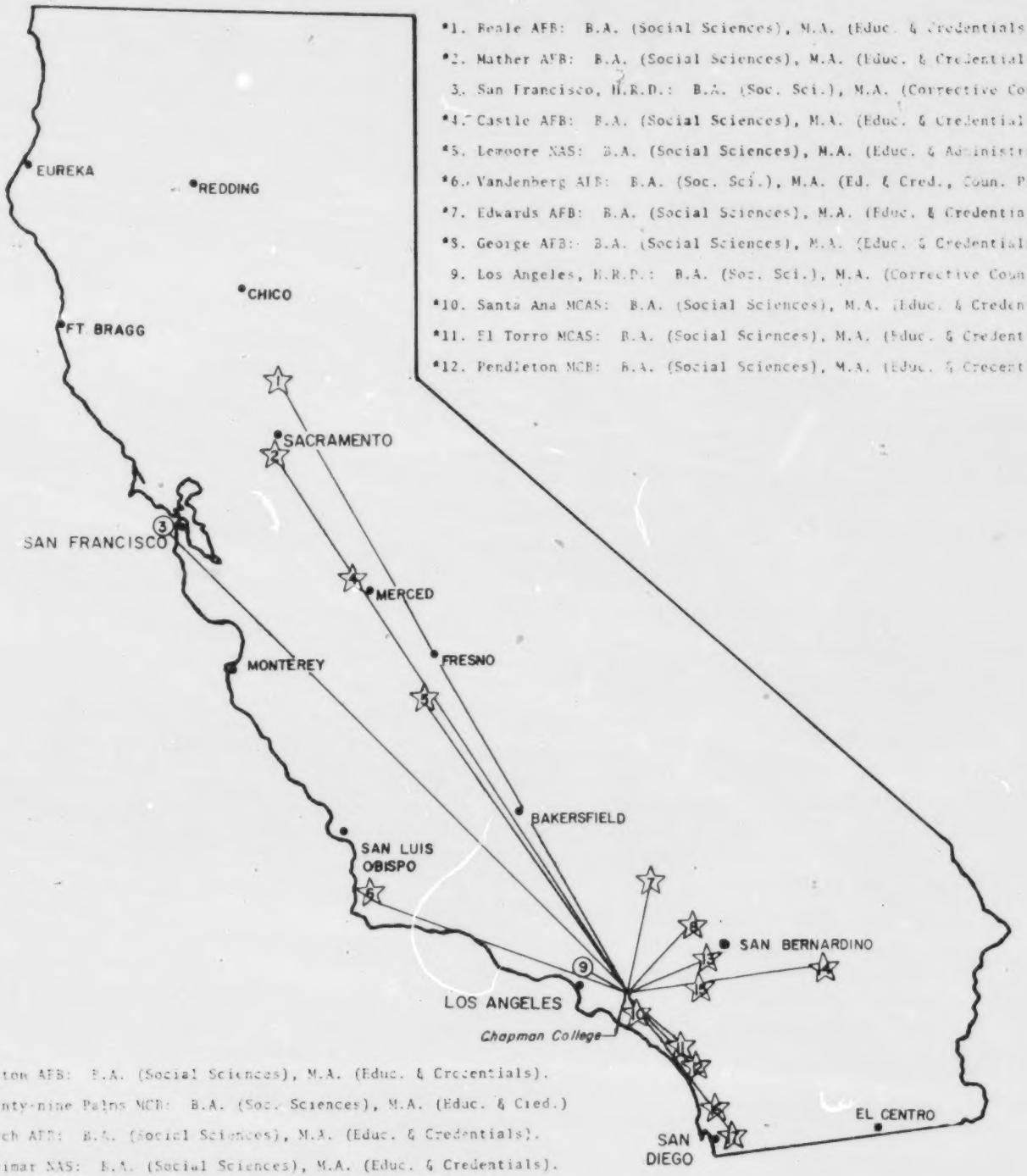
APPENDIX E

INDEPENDENT COLLEGES AND UNIVERSITIES

APPENDIX E: Figure 1

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: CHAPMAN COLLEGE

SPRING, 1972



*1. Beale AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*2. Mather AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
3. San Francisco, H.R.D.: B.A. (Soc. Sci.), M.A. (Corrective Coun.).
*4. Castle AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*5. Lemoore NAS: B.A. (Social Sciences), M.A. (Educ. & Administration).
*6. Vandenberg AFB: B.A. (Soc. Sci.), M.A. (Ed. & Cred., Coun. Psych.).
*7. Edwards AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*8. George AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
9. Los Angeles, H.R.D.: B.A. (Soc. Sci.), M.A. (Corrective Coun.).
*10. Santa Ana MCAS: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*11. El Torro MCAS: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*12. Pendleton MCB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*13. Norton AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*14. Twenty-nine Palms MCB: B.A. (Soc. Sciences), M.A. (Educ. & Cred.)
*15. March AFB: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*16. Miramar NAS: B.A. (Social Sciences), M.A. (Educ. & Credentials).
*17. San Diego NAS: B.A. (Social Sciences), M.A. (Educ. & Credentials Administration).

*Asterisks (stars on the map) represent military bases.

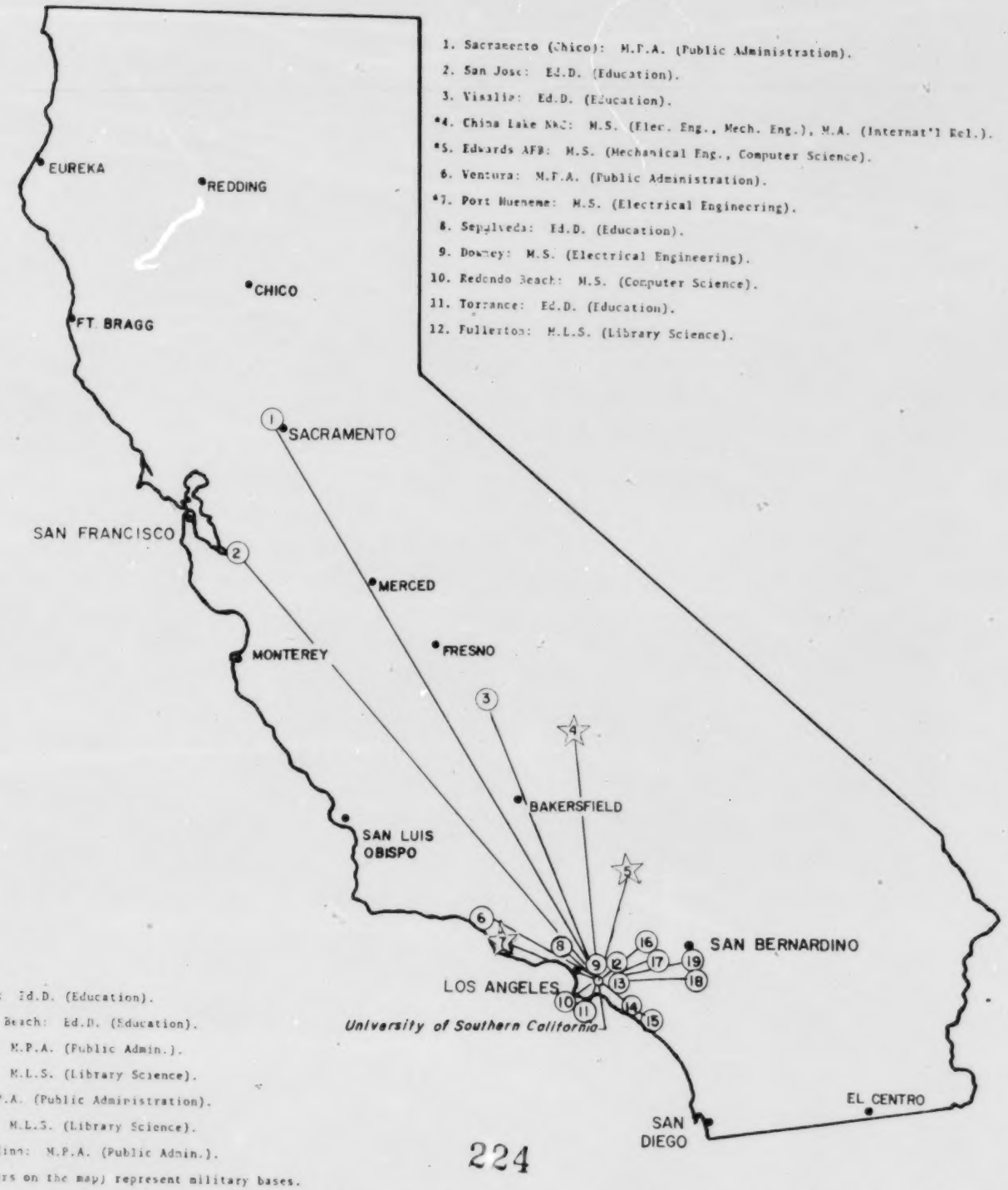
223

Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June, 1973, p. 33.

APPENDIX E: Figure 2

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: UNIVERSITY OF SOUTHERN CALIFORNIA

SPRING, 1972

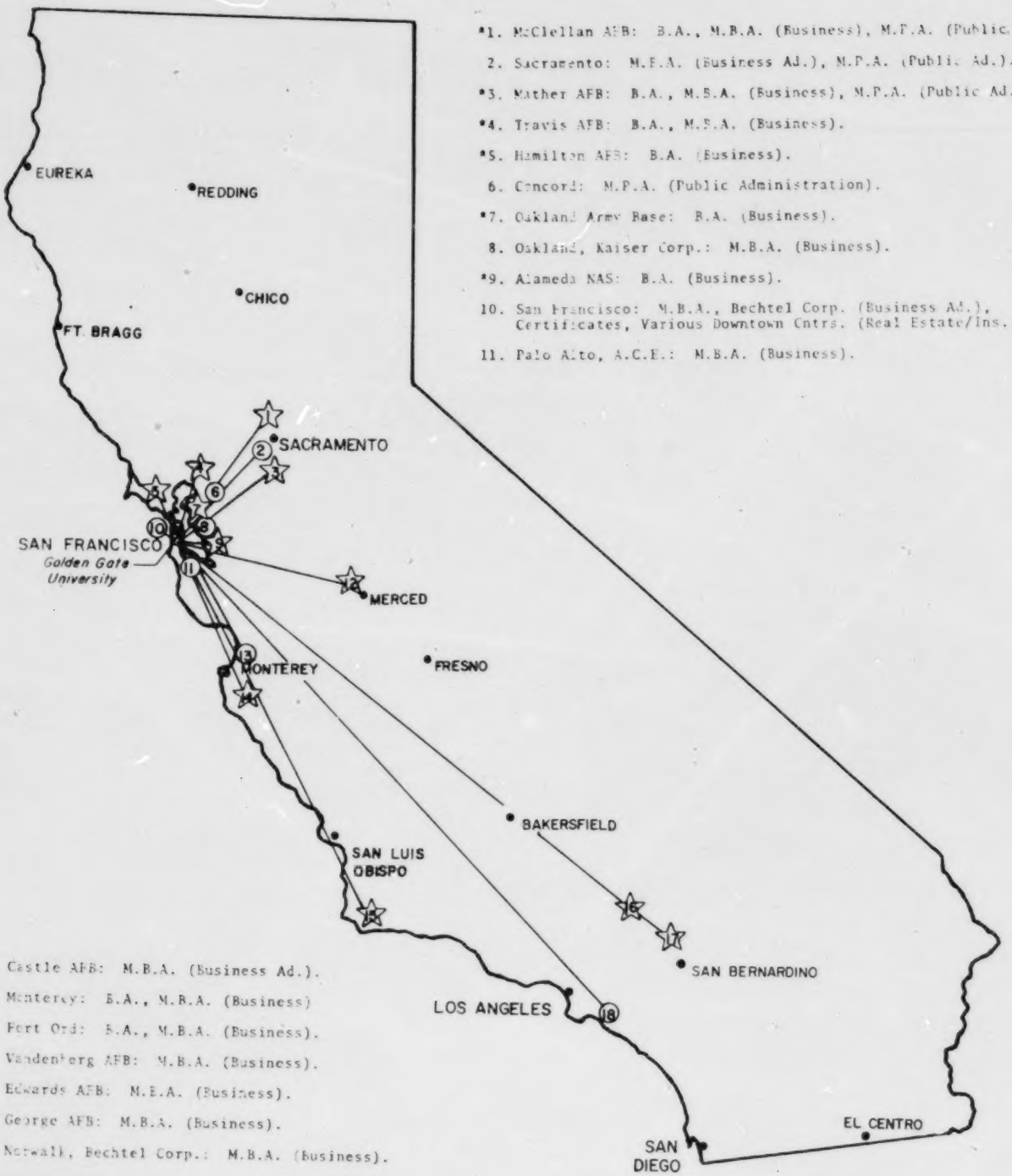


Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June, 1973, p. 34.

APPENDIX E: Figure 3

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: GOLDEN GATE UNIVERSITY

SPRING, 1972



*1. McClellan AFB: B.A., M.B.A. (Business), M.P.A. (Public Ad.).
2. Sacramento: M.P.A. (Business Ad.), M.P.A. (Public Ad.).
*3. Mather AFB: B.A., M.B.A. (Business), M.P.A. (Public Ad.).
*4. Travis AFB: B.A., M.B.A. (Business).
*5. Hamilton AFB: B.A. (Business).
6. Concord: M.P.A. (Public Administration).
*7. Oakland Army Base: B.A. (Business).
8. Oakland, Kaiser Corp.: M.B.A. (Business).
*9. Alameda NAS: B.A. (Business).
10. San Francisco: M.B.A., Bechtel Corp. (Business Ad.), Certificates, Various Downtown Cntrs. (Real Estate/Ins., Bus.).
11. Palo Alto, A.C.E.: M.B.A. (Business).
*12. Castle AFB: M.B.A. (Business Ad.).
13. Monterey: B.A., M.B.A. (Business)
*14. Fort Ord: B.A., M.B.A. (Business).
*15. Vandenberg AFB: M.B.A. (Business).
*16. Edwards AFB: M.B.A. (Business).
*17. George AFB: M.B.A. (Business).
18. Norwalk, Bechtel Corp.: M.B.A. (Business).

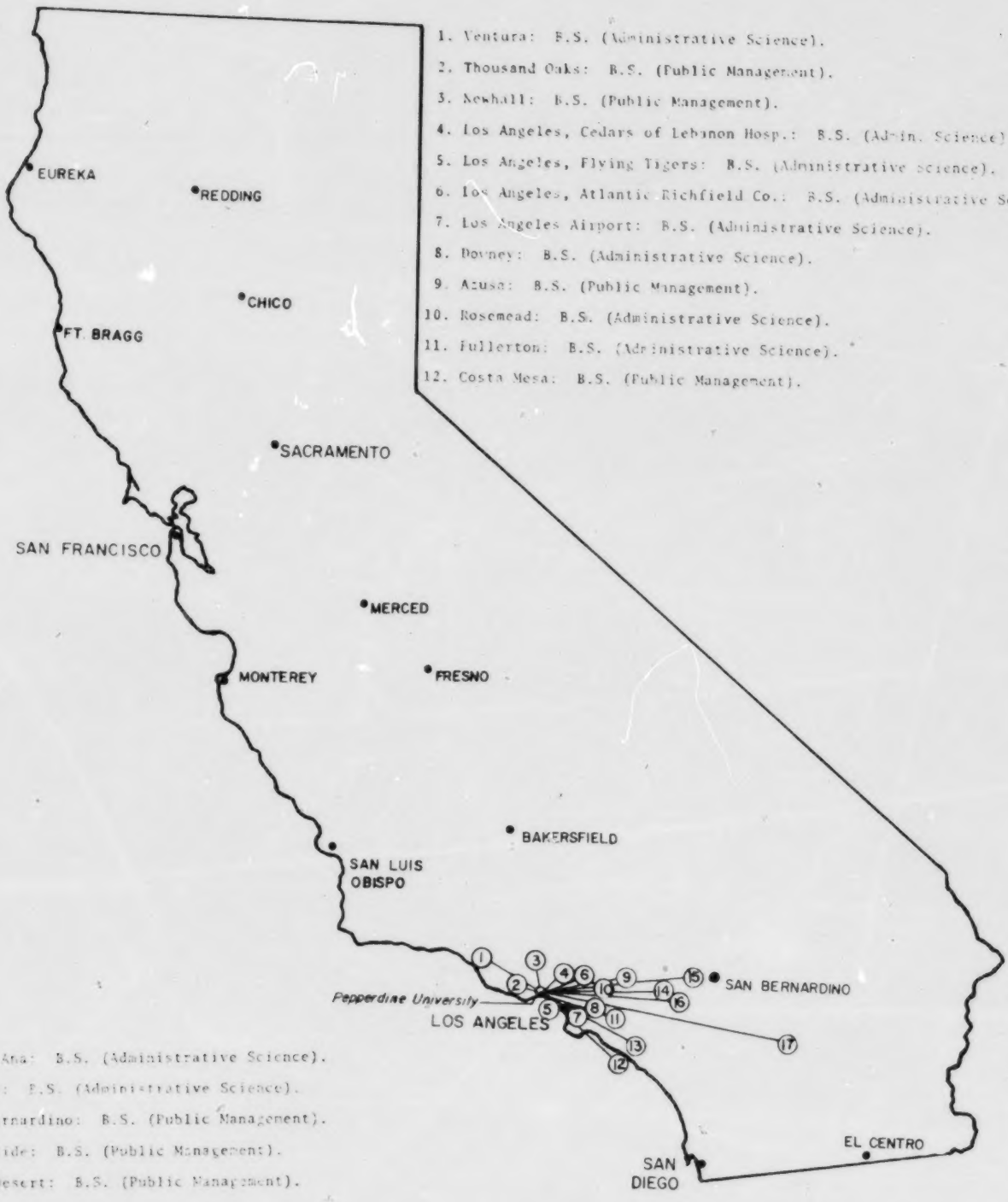
*Asterisks (stars on the map) represent military bases.

Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June, 1973, p. 35.

APPENDIX E: Figure 4

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: PEPPERDINE UNIVERSITY

SPRING, 1972

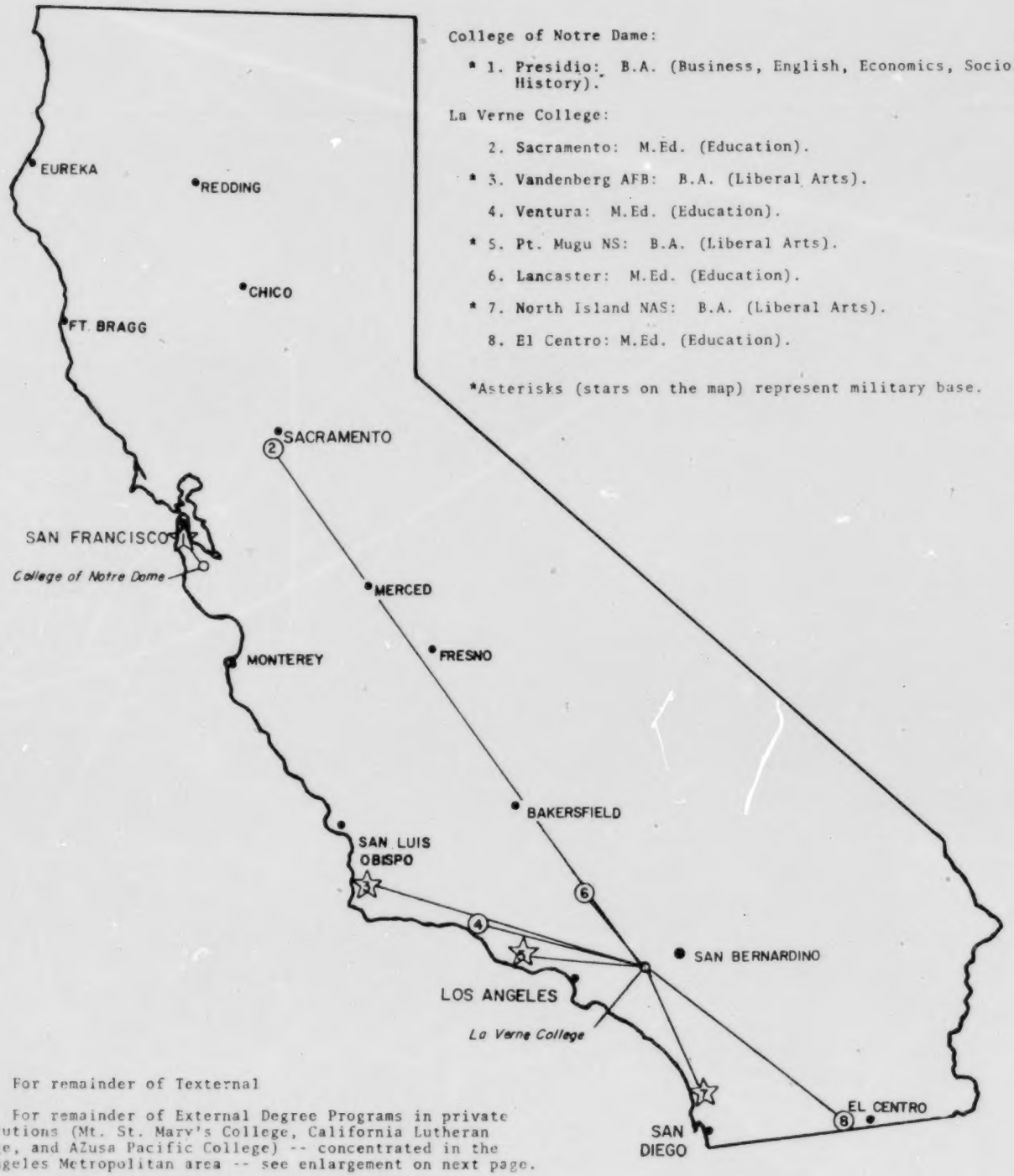


Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June, 1973, p. 36.

APPENDIX E: Figure 5

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: COLLEGE OF NOTRE DAME AND LA VERNE COLLEGE

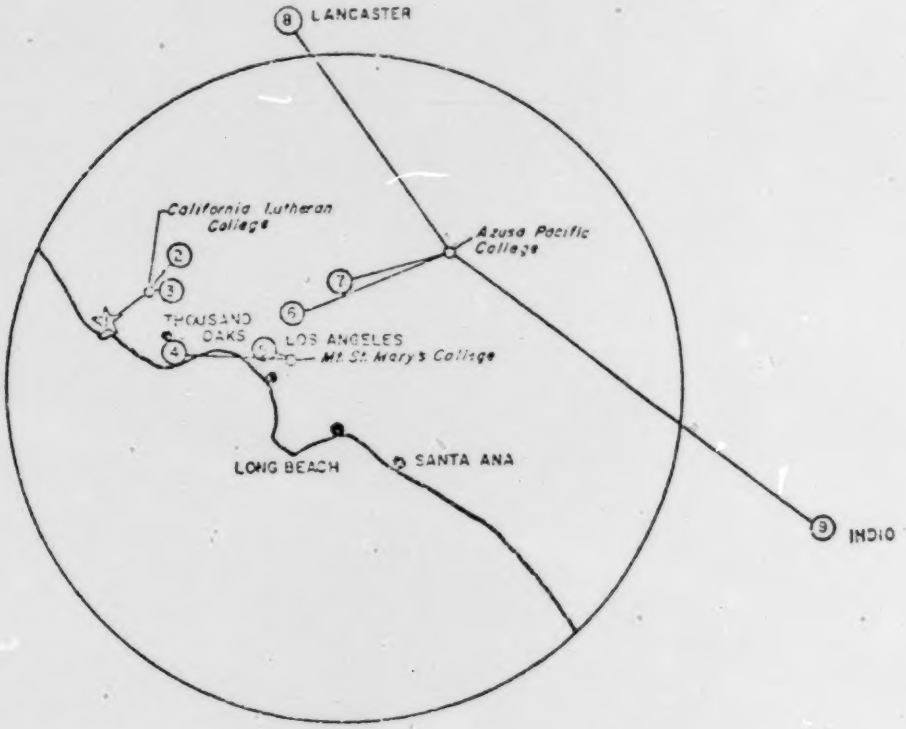
SPRING, 1972


College of Notre Dame:
* 1. Presidio: B.A. (Business, English, Economics, Sociology History).
La Verne College:
2. Sacramento: M.Ed. (Education).
* 3. Vandenberg AFB: B.A. (Liberal Arts).
4. Ventura: M.Ed. (Education).
* 5. Pt. Mugu NS: B.A. (Liberal Arts).
6. Lancaster: M.Ed. (Education).
* 7. North Island NAS: B.A. (Liberal Arts).
8. El Centro: M.Ed. (Education).
*Asterisks (stars on the map) represent military base.
EUREKA
REDDING
CHICO
FT. BRAGG
SACRAMENTO
SAN FRANCISCO
College of Notre Dame
MERCED
FRESNO
MONTEREY
BAKERSFIELD
SAN LUIS OBISPO
SAN BERNARDINO
LOS ANGELES
La Verne College
EL CENTRO
SAN DIEGO
NOTE: For remainder of Texternal
NOTE: For remainder of External Degree Programs in private institutions (Mt. St. Mary's College, California Lutheran College, and AZusa Pacific College) -- concentrated in the Los Angeles Metropolitan area -- see enlargement on next page.

Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June,1973, p.37.

APPENDIX E: Figure 6

EXTERNAL DEGREE PROGRAMS OF THE PRIVATE COLLEGES AND UNIVERSITIES IN CALIFORNIA: CALIFORNIA LUTHERAN COLLEGE, AZUSA PACIFIC COLLEGE, MT. ST. MARY'S COLLEGE



LOS ANGELES METROPOLITAN AREA

California Lutheran College:

*1. Pt. Mugu NS: M.B.A. (Business Administration).

2. Conejo Valley, Industrial Sites: M.B.A. (Business Administration).

3. Camarillo, State Hospital: M.Ed. (Mental Retardation, Special Education).

Mt. St. Mary's College:

4. Thousand Oaks: B.A. (General Education).

5. Culver City, Marian Frostig Center: M.S. (Special Education).

Azusa Pacific College:

6. North Hollywood: M.A. (Social Science).

7. Pasadena: M.A. (Social Science).

8. Lancaster: M.A. (Education, Social Science).

9. Indio: M.A. (Education, Social Science).

*Asterisk (star on the map) represents military base.

Source: A Preliminary Study of External Degree Programs in California, Coordinating Council for Higher Education, June, 1973, p. 38.

APPENDIX F

CONTINUING EDUCATION IN NON-COLLEGIATE ORGANIZATIONS

APPENDIX F: Figure 1

STATE PERSONNEL BOARD: REPORT OF IN-SERVICE TRAINING
1973-74 FISCAL YEAR

	Number of Individuals
Agriculture & Services Agency	6
Air Resources Board	502
Alcoholic Beverage Control	1,323
Banking	11
Benefit Payments	2,652
Compensation Insurance Fund	705
Conservation	5,902
Controller's Office	155
Consumer Affairs	242
Corporation	290
Education	10,938
Employment Development Department	13,865
Equalization	3,076
Finance	118
Fish & Game	2,390
Food & Agriculture	3,461
Franchise Tax Board	6,053
General Services	3,686
Health	43,922
Highway Patrol	93,884
Housing & Community Development	46
Industrial Relations	1,087
Insurance	79
Justice	4,938
Military	545
Motor Vehicles	18,700
Narcotics & Drug Abuse	15
Navigation & Ocean Development	9
Office on Aging	38
Office of Emergency Services	11
Parks & Recreation	1,159

Personnel Board	1,298
Public Employees' Retirement System	49
Public Utilities Commission	1,378
Real Estate	322
Reclamation Board	2
Rehabilitation	767
Savings & Loan	274
Secretary of State	42
State Lands Division	78
State Teacher's Retirement System	1,439
State Treasurer	8
Transportation	22,271
Veteran's Affairs	2,288
Water Resources Control Board	230
Youth Authority	8,136
Total	258,390

APPENDIX F: Figure 2

AGENCIES (AND PRINCIPALS) MATERIALLY SUPPORTING GEC

1. U.S. Civil Service Commission
   Asa Briley, Director, San Francisco Region
   Peter Garcia, Los Angeles Area Manager

2. Internal Revenue Service, Los Angeles District
   William H. Connett, District Director (Chairman, Intergovernmental Affairs Committee, Los Angeles Federal Executive Board)

3. General Services Administration
   Thomas E. Hannon, Regional Administrator (San Francisco)
   Leo Brady, Building Manager, Central Los Angeles Field Office
   Margaret H. Bayless, Manager, Business Service Center (L.A.)

4. Veteran's Administration
   Joseph E. Birmingham, Acting Director, Wadsworth Hospital Center
   John A. Vallance, Director, Veterans Administration Hospital, Brentwood

5. Department of the Air Force, HQ, Space and Missle Systems Organization
   Lt. General Kenneth W. Schultz

6. National Labor Relations Board
   Wilford W. Johansen, Regional Director

7. U.S. Postal Service
   James J. Symbol, District Manager/Postmaster, Los Angeles

8. Naval Ship Weapons Systems
   Mr. Charles Root, Deputy Director, Logistics

9. Los Angeles Community College District
   Dr. Leslie Koltai, Chancellor

10. California State University and Colleges
    Glenn S. Dumke, Chancellor

11. Federal Aviation Administration
    Lynn L. Hink, Acting Director
    James V. Nielsen, Executive Officer

12. Defense Contract Audit Agency
    Alex Soll, Regional Manager
    Jack K. Parrent, Assistant Regional Manager

13. Defense Contract Administration, Service Region, Los Angeles
    Brig. General Michael E. DeArmond, Commander

14. U.S. Army Corps of Engineers, Los Angeles District
    Col. John V. Foley, Commander

Source: Government Education Center, Los Angeles, March, 1975.

APPENDIX F: Figure 3

REGISTRATIONS IN COMMUNITY ORGANIZATIONS WITH ADULT EDUCATION PROGRAMS, BY TYPE OF ORGANIZATION AND BY MAJOR TYPE OF COURSE, 1972

(Registrations in thousands)

Major type of course	Total	Churches	Other religious organizations	Y's and Red Cross	Civic groups	Social service	Cultural and other
Total registrations	**14,542.2**	**5,203.9**	**643.8**	**3,628.1**	**1,894.9**	**2,603.5**	**568.0**
General education	472.0	130.6	34.2	43.4	229.8	25.1	8.9
Occupational training	797.4	67.0	30.1	58.4	229.7	398.1	13.7
Religion	4,252.0	3,823.1	338.6	2.2	10.6	2.4	75.1
Community issues	4,500.2	212.9	56.0	2,131.2	927.8	1,127.9	44.4
Personal and family living	2,967.1	893.5	105.1	556.7	187.9	1,028.3	195.6
Sports and recreation	1,126.5	60.3	51.9	781.2	139.4	12.4	81.3
Miscellaneous and unclassified	427.0	16.5	17.9	54.6	169.7	9.3	159.0
Percent distribution by type of course							
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
General education	3.3	2.5	5.3	1.2	12.1	0.9	1.6
Occupational training	5.5	1.3	6.2	1.6	12.1	15.3	0.7
Religion	29.3	73.5	52.6	0.1	0.6	0.1	13.3
Community issues	30.9	4.1	8.7	58.7	49.0	43.3	7.8
Personal and family living	20.4	17.2	16.3	15.4	9.9	39.5	34.4
Sports and recreation	7.7	1.1	8.1	21.5	7.3	0.5	14.3
Miscellaneous and unclassified	2.9	0.3	2.8	1.5	9.0	0.4	28.0
Percent distribution by type of organization							
Total	100.0	35.8	4.4	24.9	13.1	17.9	3.9
General education	100.0	27.7	7.2	9.2	48.7	5.3	1.9
Occupational training	100.0	8.4	5.0	7.4	28.8	49.9	0.5
Religion	100.0	89.9	8.0	0.1	0.2	0.1	1.8
Community issues	100.0	4.7	1.2	47.4	20.6	25.1	1.0
Personal and family living	100.0	30.1	3.5	18.8	6.3	34.7	6.6
Sports and recreation	100.0	5.4	4.6	69.3	12.4	1.1	7.2
Miscellaneous and unclassified	100.0	3.9	4.2	12.8	39.7	2.2	37.2

Source: Adult Education in Community Organizations, 1972. United States Office of Education, National Center for Education Statistics. (Government Printing Office), 1974, p. 14.

APPENDIX F: Figure 4

TEACHING METHODS USED BY COMMUNITY ORGANIZATIONS IN CONDUCTING ADULT EDUCATION PROGRAMS, 1972

Teaching method	All organizations	Churches	All organizations except churches					
			Total	Other religious	Y's and Red Cross	Civic groups	Social service	Cultural and other
Number reporting use of one or more teaching methods	66,770	50,480	16,280	3,310	3,360	3,730	4,350	1,540
Percent using method								
Classes, study groups, lecture series, group discussions, seminars	97.2	98.6	93.0	96.9	93.2	92.5	92.8	85.4
Workshop	32.4	25.8	53.1	51.7	46.9	53.1	51.5	74.4
Correspondence courses	5.0	5.3	3.8	13.4	0.1	4.0	0.6	0.0
Film series	41.2	41.5	40.2	24.8	55.5	34.7	49.5	27.1
Individual instruction from a private teacher	23.4	18.7	38.2	40.8	38.9	46.5	34.2	22.4
Courses given over educational television or radio	0.6	0.0	2.4	2.7	4.5	1.9	1.4	1.3
Educational trips/field trips to museums, planetarium, etc.	7.2	4.4	15.7	7.5	11.2	35.0	8.5	16.7
Programed instruction	18.0	17.7	18.9	13.6	30.0	11.2	22.9	13.4
Livingroom seminars	17.9	18.5	16.0	21.1	4.7	23.8	12.7	20.0
Other	3.1	1.2	9.1	5.7	10.4	10.4	6.1	19.3

Source: Ibid., p. 26

APPENDIX F: Figure 5

FACILITIES USED BY COMMUNITY ORGANIZATIONS FOR CONDUCTING ADULT EDUCATION PROGRAMS, 1972

Type of facilities	All organizations	Churches	All organizations except churches					
			Total	Other religious	Y's and Red Cross	Civic groups	Social service	Cultural and other
Number reporting use of one or more types of facilities	66,750	50,480	16,270	3,310	3,350	3,730	4,350	1,540
Percent using specified facilities								
Public or private school or college facilities	14.0	4.6	43.0	35.6	50.0	42.3	45.1	39.8
Libraries or museums	3.7	1.8	9.4	1.6	6.6	15.3	11.8	12.0
Other Federal, State, or local government facilities	6.9	3.4	17.9	3.4	34.4	25.9	13.1	7.8
Churches, synagogues, or other religiously affiliated facilities	81.3	96.4	34.5	69.5	28.1	28.2	26.7	10.8
Private homes	23.5	23.7	23.0	30.2	8.5	31.0	21.9	22.5
Other community organizations	9.2	2.4	30.2	24.7	43.8	30.4	30.4	11.6
Own building	8.8	1.8	30.7	21.0	44.3	30.2	30.6	23.4
Other types of facilities	4.0	0.3	15.2	6.2	13.1	16.8	17.1	30.4

Source: Ibid., p. 28

APPENDIX G

VARIOUS MODELS FOR EXTERNAL DEGREE PROGRAMS

VARIOUS MODELS FOR EXTERNAL DEGREE PROGRAMS
A Summary and Attempt to Categorize

Any system of categorization will be arbitrary. The one chosen is not necessarily better than others which might have been chosen. The categories are not necessarily mutually exclusive.

IA. A PROGRAM OF EXAMINATION AND CERTIFICATION: Instruction not offered

The University of the State of New York (the State Department of Education Board of Regents) offers such programs leading to the AA degree and a bachelor's degree in Business. Degrees, and credit toward degrees, are awarded by examination. SUNY also evaluates transcripts from other institutions and credits them toward the Regent's degree. There are no residence requirements. Experience with the AA degree indicates that most credits are earned from courses taken in established institutions. Less than half are earned by examination. Feasibility for California is now being studied. New York tests are being validated and "normed" in CSUC classrooms in the fields of Business.

IB. A PROGRAM OF EXAMINATION AND CERTIFICATION: An Instructional Program (Optional) is available either from the Institution, itself, or from a cooperating institution

A variation, currently in operation, is the external program leading to the MA in Humanistic Psychology (Clinical Emphasis) at California State College-Sonoma. Under one variation, groups of students (10-12 in number) who have spent from a semester to a year in the Graduate Extension Program in Humanistic Psychology (non-degree) at CSC-Sonoma develop a proposed curriculum built around internship experiences and non-credit extension courses taught by adjunct instructors (professionals in psychology and psychiatry in the San Francisco Bay Area). Curriculum proposals are brought to a faculty member in the Psychology Department who is requested to serve as advisor to the group. He and the group negotiate regarding the proposed curriculum. When they are in agreement the curriculum is presented to the Psychology Department. If approved, the program is authorized. Instruction takes place off campus in a variety of settings, as do the internship experiences. The only responsibility of the faculty, once the curriculum has been reviewed and approved, is to provide a faculty advisor who meets with the group regularly. Instruction is by adjunct professors. At the end of the year the student presents himself and his portfolio documenting what he has done for the year to an Examination Board which includes a member of the Psychology Department, the student's internship supervisor, and a

psychologist who is not a member of the Sonoma faculty. The degree (or credit toward the degree) is awarded on the basis of the examination.

IC. A PROGRAM OF EXAMINATION AND CERTIFICATION: Assessment of Education and/or Training received from non-academic agencies or institutions

Credit toward the degree would be awarded on the basis of educational programs offered by public agencies or large corporations. Such an awarding of credit would be based on a periodic review of the program by members of the faculty including, possibly, revisions in the curriculum in order to meet faculty requirements for the awarding of credit.

IIA. INDEPENDENT STUDY WITH PERIODIC SEMINARS: A prescribed curriculum but no established calendar

Such programs would be comparable to the University of Oklahoma program leading to the BLS and MLS degrees. Students engage in independent study at home and pass an examination before being eligible to participate in a seminar. Students are not held to a schedule. (Ordinarily, a student would be expected to complete the requirements in one area of study within one year following which he would attend a two-week seminar on campus or at a designated location.) When enough students in a given area have completed the home-study requirements and have passed the examination, a seminar is scheduled. Typically, these take place during the summer, but not always. In the course of the equivalent of four years of undergraduate study, a student will spend four two-week periods on campus in seminars.

IIB. INDEPENDENT STUDY WITH PERIODIC SEMINARS: Prescribed curriculum and course calendar

This format is similar to the one utilized in the BLS program at Syracuse University. Students are required to come to campus for two weeks of summer seminars for four successive years. Admission to the seminars is dependent upon the passing of examinations in the appropriate fields of study.

This format is similar, also, to one under preparation at CSC-Sonoma, an upper division program leading to a BA degree with a major in Liberal Studies. Within the general requirements of the major, students must specialize in one of the following: History, English Literature, or Philosophy. Admission to the program will be limited to those who have first completed a home-study course in the methodology of the area of their specialization -- e.g., historiography.

Once admitted, students will engage in four years of guided home-study combined with four successive one-week intensive seminars. Each year, the first semester of home-study will be within a selected historical period. The second semester of work will be built around student projects and will employ faculty from the several disciplines.

The fact that students will be required to be on campus only one week per year, during the summer, suggests that the Sonoma project may be one which can serve students without regard to their geographic locations within the state.

IIC. INDEPENDENT STUDY: Individually tailored curriculum

At Bard College such a program is described as one under which persons for whom a regular college residency program is not feasible may work toward a college degree at home, or in connection with their jobs. Students must have completed two years of college or its equivalent and be over 23 years of age. Individual courses of study are planned in consultation with faculty committees.

A CSUC campus might develop a proposal for an external program in several majors. The student "contract" could be based upon a combination of independent study, study and preparation for earning credit by examination, and enrollment in courses at CSUC institutions and elsewhere.

IIIA. GROUP AND INDEPENDENT LEARNING INTERMIXED: No fixed curriculum

This is the Antioch model which is being employed by the member institutions of the Union for Experimental Colleges and Universities. There is no fixed timetable or curriculum. The educational program will consist of a combination of courses, assistanceships, internships, field experiences, video-tape, programmed courses, and travel. The culminating requirement is "a major contribution" -- a published article, a book, a painting, etc. It would take some ingenuity to fit such a program into Title 5 requirements; but it can be done. Commission staff is available to consult with faculty members interested in developing such a program. The first step would be to develop the conceptual framework for the program.

IIIB. GROUP AND INDEPENDENT LEARNING INTERMIXED: Intermixture of prescribed and unstructured curricula

The principal model for this category is the newly

established Empire State College of the State University of New York. A student must demonstrate successful progress to achieve "the equivalent of an appropriate number of semester hours" by any combination of one or more of the following means:

1. Independent study designed by the student and his faculty advisors.

2. Satisfactory completion of studies prepared by the faculty of the college and offered through various combinations of the newer educational technologies.

3. Satisfactory completion of studies available at one or more of the campuses of SUNY (or when approved by the faculty) at other institutions.

Award of the degree is based on the faculty's satisfaction that "the educational sequence pursued by the student is a sufficiently coherent and progressive process to satisfy normal academic requirements." Nonetheless, the essential criterion is that the student's curriculum "has been designed to meet the individual needs and objectives of the student."

Learning Centers eventually will be established on most or all of the SUNY campuses.

Options open to the student range from "student contracts" with mentors to the completion of requirements by course work, or by examination. The "most open" option is one in which the degree would be awarded "when mentor certification indicates accomplishment equivalent to the structured curriculum." In the fully structured program, the degree would be awarded on the basis of "the accumulation of the appropriate number of course credits."

The SUNY material states: "Any individual student's program would probably be a blending of both options with the largest number probably taking an equal mix of both options, although a few individuals might complete their entire requirement by following one or the other extreme."

Instructional resources provided will include: Correspondence; tutorially guided independent study; tutorially guided study based on a student contract; educational television, media supplements; examination; campus residency; experimental study.

The Mundelein Model: A special program at Mundelein College in Chicago, entitled the Mandala, is designed to offer students an alternative to the traditional course-for-credit system of American college education. A student may combine a wide range of learning experiences including regular courses, independent study, apprenticeships, travel, and related work, in a program which reflects his own sense of what it means to be educated in the contemporary world. A student creates his own program and submits it in the form of a proposal to the entire membership of Mandala, which is made up of Mundelein students and faculty with collective responsibility for Mandala's educational program. All members of Mandala must be full-time students at Mundelein. Members of Mandala may earn a Bachelor of Arts degree from Mundelein, but they do so apart from the general Mundelein degree requirements for the accumulation of credit hours.

Source: Manual of Policies and Procedures for Preparation of Proposals and Administration of Pilot External Degree Programs, California State Colleges and University, Office of the Chancellor, June, 1973.